DOCUMENT RESUME

ED 429 249 CG 029 165

AUTHOR	Kaphingst, Kimberly, Comp.
TITLE	Environmental Management Strategies. Annotated Bibliography of Alcohol and Other Drug Prevention Resources.
INSTITUTION	Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	1997-00-00
NOTE	49p.
CONTRACT	SS95013001
AVAILABLE FROM	Higher Education Center for Alcohol and Other Drug Prevention, Education Development Center, Inc., 55 Chapel St., Newton, MA 02458-1060; Tel: 800-676-1730 (Toll Free); Fax: 617-928-1537; Web site: http://www.edc.org/hec/; e-mail: HigherEdCtr@edc.org
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Alcoholism; Annotated Bibliographies; Citations (References); *College Students; *Drug Abuse; Higher Education; *Prevention

ABSTRACT

This annotated bibliography was developed to provide those interested in alcohol and other drug prevention at colleges and universities, and in surrounding communities, with a ready reference of current, important, and available information resources. Although alcohol and other drug problems have been a focus at institutions of higher education for over two decades, relatively little research on what works to prevent these problems has been conducted in a systematic manner. However, as this bibliography reflects, much has been published to inform a greater understanding of how alcohol and other drug problems develop, and to describe promising theories and practices for preventing and reducing these problems. This bibliography of 130 resources is by no means exhaustive, but it represents what the authors believe are some of the more important sources for advancing prevention in higher education. Three major criteria were used in selecting references for this bibliography: the philosophy of the reference reflected an environmental approach rather than an individual-level approach, the reference fit into identified topic areas listed in the index, and, with few exceptions, the reference was published during or after 1990. Updates to the bibliography are available via the Center's web site. (Author/MKA)

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ED 429 249

Annotated Bibliography

of Alcohol and Other Drug Prevention Resources

Focus: Environmental Management Strategies

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CG029165

The Higher Education Center
for Alcohol and Other Drug Prevention
Funded by the U.S. Department of Education

Annotated Bibliography of Alcohol and Other Drug Prevention Resources

Focus: Environmental Management Strategies

Compiled by
Kimberly Kaphingst

A publication of the Higher Education Center for Alcohol and Other Drug Prevention
Funded by the U.S. Department of Educationn

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This publication was produced with funding from the U.S. Department of Education under contract number SS95013001 with Education Development Center, Inc. Views expressed are those of the contractors. No official support or endorsement by the U.S. Department of Education is intended or should be inferred.

Published 1997
The Higher Education Center for
Alcohol and Other Drug Prevention
Education Development Center, Inc.
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Newton, Massachusetts 02158-1060

Cover design by Kay Baker

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PREFACE

The Higher Education Center for Alcohol and Other Drug Prevention was established by the U.S. Department of Education in 1993 to assist institutions of higher education in developing and carrying out alcohol and other drug (AOD) prevention programs that will promote campus and community safety and help nurture students' academic and social development.

To accomplish this mission, the Center seeks to increase the capacity of postsecondary schools to develop, implement, and evaluate programs and policies that are built around environmental management strategies. Environmental management means moving beyond general awareness and other education programs to identify and change those factors in the physical, social, legal, and economic environment that promote or abet alcohol and other drug problems.

Clearly, stemming the use of alcohol and other drugs is not something that college administrators alone can achieve. Top administrators, especially presidents, must exercise leadership, but their success will depend ultimately on their ability to build a strong coalition of both on-campus and community interests. The better AOD prevention programs are campuswide efforts that involve as many parts of the college as possible. For this reason, the Center emphasizes team-focused training and technical assistance work.

Building coalitions with local community leaders is also key. Because college campuses do not exist in isolation, any AOD prevention program that fails to collaborate with local leaders to limit student access to alcohol, prevent intoxication, and support the efforts of local law enforcement will be far less effective. The Center therefore seeks to motivate and train academic leaders to work with local community representatives, while also joining with national organizations that urge local coalitions to increase their outreach to academic institutions.

Specific Center objectives include promoting (1) college presidential leadership on AOD issues, (2) formation of AOD task forces that include community representation; (3) reform of campus AOD policies and programs; (4) a broad re-examination of campus conditions, including academic standards and requirements, the campus infrastructure, and the academic calendar; (5) formation of campus-community coalitions that focus on environmental change strategies; and (6) the participation of individuals from the higher education community in state-level and other associations that focus on public policy. The Center also seeks to increase the capacity of colleges and universities to conduct ongoing process and outcome evaluations of AOD prevention activities, both on-campus and in the surrounding community.

This publication represents one piece in a comprehensive approach to AOD prevention at institutions of higher education. The concepts and approaches it describes should be viewed in the broader context of prevention theory and the approaches affirmed by the U.S. Department of Education and promoted by the Center in its training, technical assistance, publication, and evaluation activities.

For information on Center services, please contact:

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Annotated Bibliography

Introduction

The Higher Education Center for Alcohol and Other Drug Prevention has developed this annotated bibliography to provide those interested in prevention at colleges and universities -- and in surrounding communities -- with a ready reference of current, important, and available information resources. While alcohol and other drug problems have been a focus at institutions of higher education for over two decades, relatively little research on what works to prevent these problems has been conducted in a systematic manner. However, as this bibliography reflects, much has been published to inform a greater understanding of how alcohol and other drug problems develop, and to describe promising theories and practices for preventing and reducing those problems.

This bibliography is by no means exhaustive, but represents what we in the Center believe are some of the more important publications, journal articles, manuals, and books for advancing prevention at colleges and universities. The core of the Center's approach to prevention is the concept of environmental management, which focuses attention on those strategies that will change the campus and community environment in which students are making decisions about alcohol and other drug use. Therefore, many materials included in this bibliography reflect research findings, programs, and promising practices aimed at shaping the campus culture in ways that support healthy decision-making.

We used three major criteria in selecting references for this bibliography: (1) the philosophy of the reference reflected an environmental approach rather than an individual-level approach, (2) the reference fit into identified topic areas listed in the index, and (3) with a few exceptions, the reference was published during or after 1990.

This bibliography is available in electronic form on the Center Website at http://www.edc.org/hec/. Check the Website for additions to the resources listed in this version.

Interest in prevention at institutions of higher education continues to grow, as research reveals new information useful in alcohol and other drug prevention efforts. Therefore, we anticipate periodic updates to this bibliography in order to maintain currency. We welcome comments and suggestions to assist us in making this a useful document. Please see the form on the next page to recommend references for the bibliography.

Recommended Reference

Help us keep this bibliography current and useful. If you would like to recommend a reference for inclusion in updates of this bibliography, please complete the information below and return the form to us as follows:

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Most materials can be found in university libraries, or through the publisher listed in the annotation. Look for the ERIC, HEC or NCADI codes to indicate publications that are also available from one of these sources:

[ERIC] indicates that the reference is available through the Educational Resources Information Center. Their Document Reproduction Service can be reached at:
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[NCADI] refers to the:
National Clearinghouse for Alcohol and Drug Information;
P.O. Box 2345;
Rockville, MD 20847-2345
1-800-729-6686; TDD 1-800-487-4889
fax: 301-468-6433
e-mail: info@health.org <http://www.health.org>
Inventory numbers are provided for the NCADI references.

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1) Abbey, A. (1991). Acquaintance Rape and Alcohol Consumption on College Campuses: How Are They Linked? *Journal of American College Health*, 39, 165-169.

The relationship between acquaintance rape and alcohol consumption in populations of college students is examined. The prevalence rates of alcohol consumption and acquaintance rape are discussed, and studies on the link between alcohol and rape are reviewed. Possible explanations for the relationship between acquaintance rape and alcohol consumption by either the perpetrator or the victim are then offered. However, these explanations focus only on individual expectancies and beliefs, and do not discuss environmental factors. Implications of the relationship between acquaintance rape and alcohol consumption for prevention programming are then discussed, including the importance of coordinating rape prevention and alcohol and other drug prevention efforts.

2) Advocacy Institute. *Raising More Voices than Mugs: Changing the College Alcohol Environment Through Media Advocacy*. Washington, DC: Department of Education, Department of Health and Human Services, 1994. 47 pp. [NCADI: Inventory Number CS09]

The use of media advocacy to call attention to alcohol problems on college campuses and to gain support for prevention efforts is discussed. Alcohol prevention is considered within the context of the larger campus environment. Key elements of media advocacy and steps to use this technique on college campuses are described. Different tools to gain access to the media, such as opinion articles and news releases, are examined, and examples are presented. Issues for which media advocacy can be used on college campuses are considered, such as alcohol advertising and promotion, alcohol availability, development of policies supporting a broad approach to prevention, and relations with the surrounding community. Effective methods of countering the arguments of groups with differing viewpoints are included.

3) American Council on Education. *Institutional Liability for Alcohol Consumption: A White Paper on Institutional Liability for Consumption of Alcohol and Drugs on Campus*. Washington, DC: American Council on Education, 1992. 55 pp. [ERIC]

Four common roles of a college that can be sources of liability associated with alcohol and other drug use are discussed: (1) supervisor of student conduct, (2) property owner, (3) seller of alcohol, and (4) "social host." Additional legal issues posed by students' use of other drugs are addressed. Recent cases are examined to identify the types of facts that support determinations of liability. Considerations for the development or revision of a college alcohol and other drug policy are discussed, specifically, the minimum requirements of the Drug Free Schools and Communities Act Amendments of 1989, issues to be addressed in going beyond these minimum requirements, and problems associated with the enforcement of policy.

4) Anderson, P. and Lehto, G. (1994). Prevention Policies. *British Medical Bulletin*, 50(3), 171-185.

Key components of an effective and comprehensive local, state, or national alcohol policy are described. Existing research on the effectiveness of each policy component is reviewed. Controlling alcohol pricing has been shown to be an effective policy component. Controls on the availabili-ty of alcohol, such as limits on the hours and days of alcohol sales, licensing and restricting the number of outlets, and enforcement of retail controls, can be important elements of a comprehensive policy. The effectiveness and feasibility of controls on marketing, including lim-

its on sponsorship and advertising, are examined. Controls on the use of alcohol, product safety standards, and education programs are also discussed.

5) Baer, JS, Stacy, A, and Larimer, M. (1991). Biases in the Perception of Drinking Norms Among College Students. *Journal of Studies on Alcohol*, 52(6), 580-586.

The results of two studies examining college students' perceptions of drinking on campus are described. In both studies, nearly all of the students believed that the alcohol consumption of their close friends was higher than their own consumption. In addition, students' estimates of drinking within their social living group (a dormitory, fraternity, or sorority) were significantly greater than the average drinking within the group, as determined from self-reports. These biases in perception were greater for groups such as fraternities, sororities, and close friends than for the general student population. The results suggest that confronting these biased perceptions may be an effective component of alcohol prevention programs.

6) Barnett, LA, Far, JM, Mauss, AL, and Miller, JA. (1994). Changing Perceptions of Peer Norms as a Drinking Reduction Program for College Students. *Journal of Alcohol and Drug Education*, 41(2), 39-62.

A study to compare different interventions designed to reduce levels of drinking by college students is discussed. Students in an experimental group received a "norm-setting" intervention designed to change students' perceptions of the norms of reference groups, such as peers and parents, about drinking behaviors. Questionnaires examining drinking norms and behaviors were administered at three times during the study. The norm-setting intervention was associated with the greatest reduction in the drinking norms attributed to reference groups. Reductions in drinking behavior did occur, but took place irrespective of intervention group.

7) Berkowitz, A. From Reactive to Proactive Prevention: Promoting an Ecology of Health on Campus. In: Rivers, PC, and Shore, ER (eds.). *A Handbook on Substance Abuse for College and University Personnel*. Westport, CT: Greenwood Press, in press.

The proactive prevention model of alcohol and other drug prevention is described. Programs based on this model reinforce positive, healthy behaviors while developing a supportive college campus environment. Research in support of the model is reviewed. Characteristics of effective prevention programs utilizing this model are discussed: (1) comprehensiveness (involves the whole community), (2) intensiveness (activities are sustained over time), (3) relevance (to the campus as a whole and specific groups), and (4) promotion of positive messages. The importance of obtaining accurate information about behavioral norms and other factors influencing alcohol use on campus is addressed. Case studies to illustrate effective programs are included.

8) Black, DR, and Smith, MA. (1994). Reducing Alcohol Consumption Among University Students: Recruitment and Program Design Strategies Based on Social Marketing Theory. *Health Education Research*, 9(3), 375-384.

A project designed to gather formative research information for an alcohol prevention program for college students is described. Sixty-seven students from a large university completed a survey structured around basic principles of social marketing theory. The survey was developed to identify factors to improve recruitment and enhance the design of prevention programming. The results indicated that recruitment could be enhanced by

strategies such as offering participation incentives and having a program that encourages friends' participation. The design of the program could be enhanced by emphasizing the positive outcomes of less drinking, improving social alternatives to drinking, and communicating messages through credible opinion leaders. Considerations for audience segmentation are also discussed.

9) Brenowitz, L. Making Prevention Work Through Communications. *Bulletin: Put the Brakes on College Drinking*. p. 1, 6-7. Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1994. [NCADI: Inventory Number CS10]

A process for designing, implementing, and evaluating a communications program for alcohol and other drug prevention is described. The goal of this process is to develop programs based on an understanding of the needs of the target audience. This approach to planning a communications program has six steps: (1) planning and strategy selection, (2) selecting channels and materials, (3) developing materials and pretesting, (4) implementation, (5) assessing effectiveness, and (6) refining the program based on feedback. Assessment methods are used before, during, and after implementation to continually refine the communications program and ensure that it meets the needs of the target audience.

10) Bureau of Justice Assistance. *Problem-Oriented Drug Enforcement: A Community-Based Approach for Effective Policing*. Washington, DC: Department of Justice, Bureau of Justice Assistance, 1993. 75 pp. [Available from the Bureau of Justice Assistance (1-800-688-4252)]

The process of problem-oriented policing is described. In this long-term approach to law enforcement, the underlying causes of persistent drug problems that require a police response are determined and appropriate environmental changes are made to address these causes. Therefore, the immediate police response is followed by a process that leads to longer-term change. Results from a demonstration project conducted in five cities that used problem-oriented policing to address underlying conditions linked to drug problems are described. Elements critical to successfully implementing problem-oriented policing are identified. Each element is described in detail and practical suggestions for implementation are given. Case studies in problem-oriented policing from the five demonstration cities are also discussed.

11) Burns, CF. and Consolvo, CA. (1992). The Development of a Campus-Based Substance Abuse Prevention Program. *Journal of Counseling and Development*. 70, 639-641.

The development of a campus-based Substance Abuse Prevention Program at the University of Missouri-Rolla is discussed. The design of the program was based on a recommendation from a committee composed of students, faculty, staff, and community leaders, following their assessment of alcohol use patterns and attitudes on campus and a review of possible solutions to identified problems. Details of the program are reviewed. Program involvement of individuals from the community has continued. The importance of support from upper-level administrators to the process of institutional change is discussed. Areas of difficulty in program implementation are described, including policy development, the role of the campus-community substance abuse committee, and educational programming for faculty and staff members.

12) Cahalan, D. *An Ounce of Prevention: Strategies for Solving Tobacco, Alcohol, and Other Drug Problems.* San Francisco, CA: Jossey-Bass, Inc., 1991. 290 pp.

The importance of the public health approach to the prevention of alcohol and other drugs is discussed. Federal agencies and national organizations that play a role in prevention are reviewed. Major favorable and unfavorable factors that affect alcohol and other drug prevention efforts are described. Approaches to preventing alcohol problems are discussed, including policies that impact environmental factors that influence drinking. Prevention efforts directed toward other drugs, particularly the national War on Drugs, are described. Suggestions for organizing effective prevention efforts, particularly efforts that address the underlying causes of alcohol and other drug use, are outlined.

13) California Coordinating Council on Responsible Beverage Service. *Special Event Planner's Guidebook.* Sacramento, CA: California Coordinating Council on Responsible Beverage Service, 1996. 16 pp. [HEC]

Guidelines for planning an event that incorporates responsible beverage service are outlined. Issues to consider during initial planning stages of an event are addressed, such as providing guests with activities other than drinking, setting the tone of the event with the invitation, and selecting the event setting. Recommendations for planning food and beverage service are discussed. The particular importance of establishing a system for age identification and beverage service at events where minors are expected is highlighted. Other considerations for event planning, such as ensuring the presence of adequate supervisory staff and using a professional bartender, are addressed. Checklists of action steps for the guidelines are provided.

14) Center for Substance Abuse Prevention. *Communicator's Guide: Teen Drinking Prevention Program.* Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1995. 36 pp. [NCADI: Inventory Number PHD701]

Communications strategies that can be used in community alcohol prevention programs are described. Elements of successful public communications programs are first outlined. Different media channels that can be utilized in prevention programs are reviewed, such as advertising, news releases, brochures, and editorials. Strategies for communicating with elected officials and community leaders are discussed and recommendations are given for community presentations and media interviews. Approaches for successfully communicating with reporters and editors are then described. Important components of the process of developing communications programs, targeting messages and audiences, selecting media outlets, and building media lists, are discussed, and sample materials and messages are provided. Issues to consider in developing public service announcements are also addressed.

15) Center for Substance Abuse Prevention. *Community Action Guide: Teen Drinking Prevention Program.* Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1995. 20 pp. [NCADI: Inventory Number PHD702]

Strategies are discussed for planning an effective community prevention effort. Ways in which communities can mobilize to identify and change factors in the physical, social, and cultural environment that allow and encourage drinking by underage individuals are described. Methods are outlined for conducting a community risk

assessment to identify these environmental factors. The importance of building a community network for the prevention effort is highlighted, and potential members of this network are identified. The key role that the media can play in a prevention effort is discussed. The process of developing an evaluation plan to assess a prevention program is outlined. Examples are described of effective community prevention actions.

16) Center for Substance Abuse Prevention. *Community Risk Assessment Guide: Teen Drinking Prevention Program*. Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1995. 38 pp. [NCADI: Inventory Number PHD703]

Methods for conducting a community needs assessment to gather information about alcohol use by underage individuals and the community factors that influence this use are described. The purpose of this community needs assessment is to plan effective alcohol prevention programs. Approaches that can be used in conducting a community needs assessment are outlined, including holding community forums, conducting key informant interviews, studying social indicators, observing the environment, conducting surveys, and compiling existing data. Two needs assessment instruments developed by the Center for Substance Abuse Prevention are described: the Community Risk Assessment Opinionnaire and the Community Audit. Steps to take in using these instruments, including selecting the sample, collecting and analyzing the data, and preparing a report, are discussed.

17) Center for Substance Abuse Prevention. *CSAP Implementation Guide: Guidelines and Benchmarks for Effective Prevention Programming*. Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1995. 63 pp. [NCADI]

Guidelines to assist decisionmakers in selecting and implementing prevention strategies once they have completed the process of problem identification and needs assessment are presented. The emergence of primary prevention and the public health approach are discussed. Different types of prevention programs are described. Ten guidelines are presented to help assess the effectiveness of different prevention approaches and to provide methods for planning and implementing effective programs. These guidelines fall into three groups: selection of appropriate strategies, organization of the prevention effort, and implementation considerations. Each guideline is discussed in detail and recommendations for success are provided. The relationship of each guideline to program effectiveness is described. A checklist of action steps drawn from the guidelines is presented.

18) Center for Substance Abuse Prevention. *CSAP Technical Report 13: A Review of Alternative Activities and Alternatives Programs in Youth-Oriented Prevention*. Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1996. 44 pp. [NCADI: Inventory Number PHD731]

Alternatives programs that provide targeted populations with activity options that are free of alcohol, tobacco, and other drugs are discussed. The theoretical background of alternatives programs is outlined. The broad range of different types of alternative programs is described, and existing research on alternatives programs is reviewed. Case examples of different types of alternatives programs are described, and program evaluation results from these cases are given. Examples of programs that are discussed include athletic alternatives, community service programs, and theater programs. Recommendations on alternatives programs are then made, including the recom-

mendations that (1) alternatives programs should be one part of a comprehensive prevention plan, and (2) alternatives programs can be part of a community prevention effort designed to establish strong norms against substance abuse.

19) Center for Substance Abuse Prevention. *The Future by Design: A Community Framework for Preventing Alcohol and Other Drug Problems Through a Systems Approach.* Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1991. 221 pp. [NCADI: Inventory Number BK189]

Guidelines to develop an effective prevention system in a community are described. The framework of these guidelines is built upon the public health model. In this model, prevention efforts are directed toward users (the host), availability of the drug (the agent), and the social context (the environment). The ideas of cultural competence and community empowerment are also important in this framework. The following key elements for developing an effective prevention system are discussed: (1) initiating a community-wide prevention effort, (2) providing leadership, (3) maintaining momentum, (4) implementing activities, (5) building resources for survival, (6) assessing the impact of prevention efforts, and (7) developing partnerships through cooperation, collaboration, and coordination. Case examples and practical suggestions are given.

20) Center for Substance Abuse Prevention. *Faculty Member's Handbook: Strategies for Preventing Alcohol and Other Drug Problems.* Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1991. 58 pp. [HEC]

This handbook describes actions that faculty members can take to become involved in campus efforts to prevent alcohol and other drug problems. The scope of alcohol and other drug use by college students is reviewed, as are some of the consequences of this use. Trends in both college prevention efforts and Federal prevention efforts are discussed. Strategies by which faculty members can impact the campus environment are described, such as including alcohol and other drug issues in their courses, and working with others on campus or in the community to develop prevention programs and policies. In addition, approaches for responding to a student or a colleague with an alcohol or other drug problem are outlined.

21) Center for Substance Abuse Prevention. *Law Enforcement Action Guide: Teen Drinking Prevention Program.* Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1995. 21 pp. [NCADI: Inventory Number PHD707]

Law enforcement issues related to youth access to alcohol are addressed in this guide. Legal and policy topics are discussed, including loopholes in the laws that permit underage drinking and problems with adjudication. Enforcement strategies targeting alcohol sales establishments, such as decoy/sting operations and education, are described. These strategies have significant potential to reduce underage drinking, because the number of sales establishments is limited and the establishments are licensed. Additional enforcement strategies aimed at preventing youth access to alcohol are described, including party patrols, proactive enforcement, and keg IDs. Issues more specific to the enforcement of drinking and driving laws are also discussed. Examples of successful enforcement programs and strategies are described.

22) Center for Substance Abuse Prevention. *Making Prevention Work: Actions for Colleges and Universities.* Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1995. [NCADI: Inventory Number MPW013]

Strategies for alcohol and other drug prevention that can be implemented by colleges and universities are outlined. The need for awareness in the college community of alcohol-related problems is discussed, particularly the link between alcohol and serious campus problems such as date rape and vandalism. Alternative activities to drinking that can be provided to students are presented. Alcohol policies affecting the campus environment are outlined, such as regulating college newspaper advertising and limiting alcohol availability. Successful efforts rely on the participation of students and faculty in policy development. Integration of alcohol and other drug issues into the curriculum is discussed, and the need for active enforcement of campus rules and regulations is highlighted.

23) Center for Substance Abuse Prevention. *Program Administrator's Handbook: Strategies for Preventing Alcohol and Other Drug Problems.* Rockville, MD: US Department of Health and Human Services, 1991. 88 pp. [HEC]

The scope of alcohol and other drug problems on college campuses is discussed, followed by the presentation of a framework for prevention that encompasses the entire campus community. This handbook discusses the importance of addressing the campus culture as a whole through implementing multiple alcohol and other drug prevention policies and programs that target different groups, and provides practical suggestions for planning policies and programs. Interventions to meet the needs of students, faculty, and staff suffering from alcohol and other drug problems are also discussed. Limitations facing program administrators are described, as are trends in campus culture, the federal government, and society as a whole that will impact future prevention programs.

24) Chaloupka, FJ, and Wechsler, H. (1996). Binge Drinking in College: The Impact of Price, Availability and Alcohol Control Policies. *Contemporary Economic Policy* 14, 112-124.

The effects of beer prices, alcohol availability, and policies related to driving under the influence of alcohol on both drinking and binge drinking among college students were examined. Data were drawn from a nationally representative survey of students. Effects of these policies were estimated separately for male and female students and for underage and older students. Policies were found to impact male and female students differently. For example, the drinking behaviors of female students did respond to price, while this was not the case for male students. The results indicated that factors such as participation in a fraternity or sorority, living on campus, and having alcoholic beverages readily available were important determinants of college students' drinking behaviors.

25) Committee to Identify Research Opportunities in the Prevention and Treatment of Alcohol-Related Problems. (1992). Prevention and Treatment of Alcohol-Related Problems: Research Opportunities. *Journal of Studies on Alcohol.* 53(1), 5-16.

Conclusions and recommendations from a 2-year study conducted by the Institute of Medicine for the National Institute on Alcohol Abuse and Alcoholism are discussed. Prevention and treatment of alcohol-related problems are considered within the public health framework, focusing on the host (the individual), the agent (alcohol), and the environment (physical, social, cultural, and economic factors influencing the use of alcohol). The epi-

demiology of alcohol-related problems is briefly reviewed. Approaches to prevention focused on either the individual or the environment are discussed. Issues such as price, alcohol outlet policies and location, and the role of the media are considered. Community approaches to prevention are discussed, with examples provided from other health fields. The treatment of alcohol-related problems is also addressed.

26) DeJong, W. (1997). Party School Takes on Binge Drinking. *Prevention File*, 12(2), 2-6.

The efforts of Dartmouth College to change student social norms away from binge drinking are discussed. The traditional culture at Dartmouth that celebrated excessive drinking is described. The prevention efforts at Dartmouth have been informed by the public health model, and therefore have an objective of establishing and maintaining a campus environment that discourages student binge drinking. This multifaceted prevention campaign includes components such as launching programs to enhance the intellectual life of students and creating new living and recreation options to compete with the Greek options. For example, Dartmouth has supported a variety of alcohol-free social activities. Remaining challenges are discussed, such as establishing collaborations with the local community and involving Greek organizations in prevention efforts.

27) DeJong, W. *Preventing Alcohol-Related Problems on Campus: Impaired Driving: A Guide for Program Coordinators*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1995. 58 pp. [HEC]

Potentially effective approaches to preventing alcohol-impaired driving by college students are described in this guide. The scope of the problem of alcohol-impaired driving is reviewed, and the challenges of reaching college students through prevention efforts are outlined. General awareness programs that educate students about the risks of drinking and driving are discussed, although information alone is unlikely to motivate students to change their behavior. Examples are provided of existing awareness programs and components of successful programs are identified. Alternative transportation programs and responsible beverage service programs are discussed as components of a comprehensive prevention effort, and examples of these programs are described. Deterrence strategies to combat alcohol-impaired driving are discussed. Lastly, the role of college officials in working for changes in public policy is addressed.

28) DeJong, W, and Langenbahn, S. *Setting and Improving Policies for Reducing Alcohol and Other Drug Problems on Campus*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, reprinted 1997. 113 pp. [HEC]

This guide describes how to set and improve alcohol and other drug prevention policies that create safer college campuses and environments that nurture students' academic and social development. The problems associated with alcohol and other drug use by college students are reviewed, as are common sources of ambivalence about prevention policies among some college administrators. The principles of environmental management, defined as policies and programs that are designed to guard against foreseeable hazards and risks in the college environment, are described. Environmental management is considered both in a legal context and a public health context. A range of policy options is presented, and the critical role of fair and consistent enforcement is discussed. An effective and participatory process for policy setting is then described.

29) DeJong, W. and Moeykens, B. *Institutionalizing an Alcohol and Other Drug Prevention Program.* Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1995. 8 pp. [HEC]

This bulletin describes steps that can be taken to sustain an alcohol and other drug prevention program over the long-term. This information was drawn from interviews with program coordinators nationwide who have overseen the successful institutionalization of their programs. Features of a prevention program that can increase its sustainability are discussed, including collaboration both within and outside the college community, a strong commitment from top school administrators, and a strategic use of public relations. Attention to these features is critical from the earliest stages of program planning. Possible alternative funding sources to replace initial grant or seed money are also discussed.

30) DeJong, W. and Wechsler, H. *Preventing Alcohol-Related Problems on Campus: Methods for Assessing Student Use of Alcohol and Other Drugs.* Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1995. 48 pp. [HEC]

Examining the nature and scope of alcohol-related problems on college campuses is an important part of developing effective programs and policies to address these problems. This guide presents a clear and straightforward method for obtaining the best possible data on alcohol-related problems: conducting a survey of a randomly selected sample of students on a college campus. Previously conducted surveys are briefly discussed, and then a series of steps for implementing a survey are outlined: (1) obtaining human subjects approval, (2) selecting the sample, (3) administering the survey, and (4) analyzing the data and interpreting the results. Sample surveys are presented.

31) Edwards, DD. and Leonard, PL. Students as Change Agents in Preventing Drug Abuse. In: Coughlin, EV (ed.). *Successful Drug and Alcohol Prevention Programs.* pp. 41-52. San Francisco, CA: Jossey-Bass Publishers, 1994.

Different ways of viewing and then changing the environment of a college campus as part of an alcohol and other drug prevention effort are discussed. Features of college environments and college student subcultures important for prevention are described. Changes in prevention programming during the last 15 years are reviewed. The systems approach to alcohol and other drug prevention is then discussed, as a strategy consistent with the need for prevention programs to modify the larger campus environment. A process of identifying desired changes in the campus culture, determining subculture leaders, and then reshaping subculture values, artifacts, and traditions is described.

32) Edwards, G, et al. *Alcohol Policy and the Public Good.* New York, NY: Oxford University Press, 1994. 226 pp.

Alcohol policies informed by the existing research on alcohol and health are discussed. The epidemiological research on alcohol and alcohol-related problems is reviewed. Global trends in alcohol consumption, plus sociocultural factors that could affect these trends, are described. Drinking by individuals and the resulting individual risk of alcohol-related problems are discussed. This is followed by a discussion of population drinking and the resulting aggregate risk of alcohol-related problems. The research on the efficacy of different alcohol policies is then reviewed. Specifically, the effectiveness of pricing controls, controls on availability, efforts to prevent drinking

in certain contexts, information campaigns, and individually-directed interventions are discussed. Alcohol policy options are then identified and assessed.

33) Eigen, LD. *Alcohol Practices, Policies, and Potentials of American Colleges and Universities: An OSAP White Paper.* Rockville, MD: US Department of Health and Human Services, Office for Substance Abuse Prevention, 1991. 75 pp. [NCADI: Inventory Number CS01]

The nature of the alcohol problem on college campuses is described, followed by a discussion of what colleges are doing to address the problem. The extent of alcohol consumption on college campuses, and the economic, health, social, and educational consequences of this consumption, are reviewed. The college alcohol problem is conceptualized as essentially one of culture and environment. Educational, promotional, and regulatory efforts being conducted by colleges to address this problem are described. Included are examples of prevention approaches such as regulating college newspaper advertising, providing alternative activities, and regulating conditions of use. Issues of campus organization and coordination are discussed. Strategies for securing long-term funding are also addressed.

34) Eigen, LD. College Students. In: Coombs, RH, and Ziedonis, DM (eds.). *Handbook on Drug Abuse Prevention: A Comprehensive Strategy to Prevent the Abuse of Alcohol and Other Drugs.* pp. 267-297. Needham Heights, MA: Allyn and Bacon, 1995.

The use of alcohol and other drugs on college campuses and strategies for preventing this use are addressed. The prevalence data for alcohol and other drug use in colleges is reviewed. The economic, health, social, and educational consequences of this use are then discussed. Some potential reasons for the risks that exist in the college environment are presented. Current and past prevention strategies that have been implemented on college campuses, such as campus regulation and counteradvertising are then described, focusing on their effect on the college environment. Future directions for prevention are also considered. The discussion of prevention strategies focuses mainly on alcohol, the major problem drug on college campuses.

35) Epstein, J. (1995). Coordinating Substance Abuse Prevention Efforts with Local Communities. *Catalyst,* 1(2), 2-4. Published by the Higher Education Center, Newton, MA. [HEC]

This article explores ways in which alcohol and other drug prevention efforts by colleges and communities can be furthered by working together in a coalition. Methods of enlisting support for the coalition, such as the involvement of a top college administrator, are discussed. Cases from a variety of communities are used to illustrate the benefits of coalitions to both colleges and the surrounding communities. Examples of working with local businesses, such as bars, for more effective prevention programming are discussed. Components of effective campus-community coordination are described, including the importance of the college enforcing both local laws and its own rules. Other prevention strategies that can be implemented through a campus-community collaboration are presented.

36) Fabiano, P.M. (1994). From Personal Health Into Community Action: Another Step Forward in Peer Health Education. *Journal of American College Health*, 43, 115-121.

A training curriculum is described that refocuses the philosophy and activities of peer health education programs from individual-based programs that give information to community-oriented programs that are grounded in community service. This shift parallels changes in the larger health education field in which behavior change is increasing viewed within its ecological context. Assumptions in traditional peer health education models are examined, such as their basis in individual responsibility for health behavior choices. A curriculum to refocus peer health education on community-based activities is then described. Course goals, objectives, and specific content units for training peer health educators in the community-action model are reviewed. Implications of this model for evaluation are discussed.

37) Fetterman, D.M, Kaftarian, S.J, Wandersman, A (eds.). *Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability*. Thousand Oaks, CA: Sage Publications, Inc., 1996. 411 pp.

Empowerment evaluation, the use of evaluation concepts, techniques, and findings to improve programs and foster self-determination among program participants, is discussed. In empowerment evaluation, the evaluation is conducted primarily by program participants, often with additional facilitation from an outside evaluator. Philosophical, theoretical, and practical aspects of empowerment evaluation are discussed. The breadth and scope of empowerment evaluation as applied to academic, foundation, and government settings are described. Aspects of the setting that impact an evaluation are examined. Theoretical, philosophical, and organizing frameworks for empowerment evaluation are discussed, considering such topics as empowerment theory and capacity building. Practical issues such as workbooks, instruments, planning, and technical assistance are also addressed.

38) Finn, P. *Building a Campus Coalition to Prevent Alcohol and Other Drug Abuse*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, in press. [HEC]

Steps to take in organizing a successful campus-community coalition for alcohol and other drug prevention are described. Reasons for establishing a coalition are outlined. Initial steps to planning a coalition, such as choosing members, are described. The importance of broad representation in the coalition, including students, upper administration, and community members, is addressed. Steps involved in organizing a coalition are discussed: (1) holding a successful first meeting, (2) developing a mission statement, (3) conducting a needs assessment, and (4) developing an action plan. The need to evaluate coalition activities is addressed. A discussion of concrete action plans that can be developed by coalitions is illustrated with case examples. Strategies for sustaining initial interest over the long-term are discussed.

39) Finn, P. *Preventing Alcohol-Related Problems on Campus: Acquaintance Rape*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1995. [HEC]

One of the most harmful consequences of student drinking is acquaintance rape, which is widespread on many college campuses. The close link between alcohol and acquaintance rape is reviewed. The role of top-level administrators in establishing and publicizing prevention policies is discussed in the context of the legal and ethical

obligations of colleges. Sixteen key steps to take in planning, implementing, or improving an acquaintance rape prevention program are described. A variety of approaches for prevention programming are discussed, as is the necessity of using multiple approaches for effective prevention. Recommendations for conducting acquaintance rape prevention workshops are given. Steps to take in evaluating a prevention program are then described.

40) Finn, P. (1996). Substance-Free Residence Halls: The Promise and the Practice. *Journal of American College Health*. 45, 51-58.

Keys to the successful establishment of substance-free housing on college campuses are discussed. Administrators at ten colleges and universities were interviewed to examine the characteristics of substance-free housing at their schools and to determine what characteristics they thought were important to success. The configurations of substance-free housing at different colleges are described, and reasons students give for choosing substance-free housing are reviewed. The following recommendations were consistently given by administrators for establishing successful substance-free housing: start small, involve students in planning and implementation, keep substance-free areas separate, consider carefully whether to offer special programming, and enforce the rules. Common objections to the establishment of substance-free housing, and effective responses to these objections, are also discussed.

41) Gehring, DD, and Geraci, CP. *Alcohol on Campus: A Compendium of the Law and A Guide to Campus Policy*. Asheville, NC: College Administration Publications, Inc., 1989. 254 pp.

The rights and responsibilities of administrators, students, and faculty with respect to alcohol consumption on college campuses are discussed. Influences on local, state, and national alcohol policy are outlined. The importance of being aware of current legal developments regarding alcohol use and liability is highlighted. The extent of alcohol consumption and alcohol-related problems on college campuses are reviewed, and changes in campus alcohol policies are described. Sources of liability, both criminal and civil, associated with the purchase, possession, sale, or gift of alcoholic beverages are discussed. Guidelines for developing enforceable alcohol policies and risk management procedures for colleges are provided. Extensive annotations present various laws related to alcohol beverages for each of the states.

42) Gianini, PC, and Nicholson, RL. Hooking Your President on Prevention. In: Coughlin, EV (ed.). *Successful Drug and Alcohol Prevention Programs*. pp. 29-40. San Francisco, CA: Jossey-Bass Publishers, 1994.

Strategies to capture the attention of college presidents for alcohol and other drug prevention are described. The use of assessment instruments to provide data about the campus climate to presidents is addressed. Five additional strategies are discussed in detail: (1) link prevention to the mission, vision, and culture of the institution, (2) develop clear, effective policies, (3) develop a commitment and plan for resource development, (4) develop good press opportunities for a president and the institution to be recognized as a leader in prevention, and (5) position the president as a leader in the local community. Understanding the role of the president is critical to obtaining their support for prevention programming.

43) Giesbrecht, N, Krempulec, L, and West, P. (1993). Community-Based Prevention Research to Reduce Alcohol-Related Problems. *Alcohol Health and Research World*. 17(1), 84-88.

This article discusses community-based research projects designed to reduce alcohol-related problems. These projects can be described within a public health framework, with intervention components directed at the person, the drug, and the environment. Underlying similarities between community-based research projects are outlined. Examples of community-based research projects and their evaluation results are described. These results indicate that although modest effects can be observed, sustained behavior change in a community is quite difficult to achieve, particularly with an intervention that focuses on demand rather than supply. Difficulties that can arise during planning and implementation of community-based research projects are discussed. These difficulties include differing stakeholder agendas, the challenge of meeting stated project goals, and the difficulty of maintaining scientific rigor in a community setting.

44) Gilchrist, LD. Current Knowledge in Prevention of Alcohol and Other Drug Abuse. In: *Research and Intervention: Preventing Substance Abuse in Higher Education*. pp. 25-44. Washington, DC: US Department of Education, Office of Educational Research and Improvement, 1994. [Available from the Government Printing Office (202-512-1800)]

The development of current approaches to alcohol and other drug prevention is reviewed. Prevention programs over the last 30 years have generally been focused on the behavior or attitudes of an individual. Recently, prevention approaches based on the ecological model, which recognizes the importance of the environment in shaping and maintaining an individual's behavior, have been developed. The components of the ecological model are reviewed. Interventions based on the ecological model are comprehensive, addressing both the individual and the environment on campus and in the local community. Research support for the ecological model is described. Considerations for designing effective prevention programs based on this model are discussed.

45) Gliksman, L, McKenzie, D, Single, E, Douglas, R, Brunet, S, and Moffatt, K. (1993). The Role of Alcohol Providers in Prevention: An Evaluation of a Server Intervention Program. *Addiction*. 88, 1195-1203.

A study is described that evaluated the potential of a server intervention program developed by the Addiction Research Foundation to reduce the harm associated with alcohol consumption. In the study, actors entered a drinking establishment and portrayed common behaviors faced by servers. Observers then rated the reactions of the servers, who were unaware that the situation was simulated. The behaviors of servers who had participated in the intervention program were compared with the behaviors of servers who had not participated in the program. This intervention program appeared to have effectively changed servers' behaviors, as trained servers had less inappropriate responses to situations than untrained servers did.

46) Gordis, E. (1996). Alcohol Research and Social Policy: An Overview. *Alcohol Health and Research World*. 20(4), 208-212.

The process of developing alcohol policy in the United States, and the influence of alcohol research on this process, is discussed. Alcohol policies are categorized into two groups: (1) policies designed to influence individual drinking behaviors, such as education programs, warning labels, and mandatory sentencing for drinking and driving

offenses, and (2) policies designed to regulate the supply of alcoholic beverages, such as raising the minimum legal drinking age, dram shop laws, and restricting the location of alcoholic beverage outlets. Federal, state, and local agencies that are involved in regulation, and non-governmental entities that seek to influence policy development, are discussed. The various roles scientific research can play in policy development are outlined.

47) Goree, CT, and Szalay, LB. *Rethinking the Campus Environment: A Guide to Substance Abuse Prevention*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1996. 39 pp. [HEC]

A method for evaluating a college environment to assess which elements support and which elements inhibit student drinking is described. The results of this method can help in the design of programs and policies that support students who choose not to drink and do not "enable" those students who do drink. A word association measure called the Environmental Assessment Instrument (EAI) is described. Profiles of two groups of students, frequent users and nondrinkers, are developed based on their word association responses. Recommendations for prevention policies and programs using the information in these profiles are given. Strategies for sharing key environmental information with other decision makers are also discussed.

48) Greenfield, TK, and Zimmerman, R. (eds.). *CSAP Prevention Monograph 14: Experiences with Community Action Projects: New Research in the Prevention of Alcohol and Other Drug Problems, 1993*. 301 pp. [NCADI: Inventory Number BKD87]

Conceptual and methodological issues in developing, implementing, and evaluating community-based approaches to alcohol and other drug prevention are discussed. Topics relevant to evaluating community-based prevention efforts are addressed and illustrated with examples from community-based prevention trials. A series of policy adoption case studies are discussed, with a focus on strategies for policy development, the role of research in this process, and lessons learned from these studies. Needs assessments conducted in diverse community settings are described. Factors involved in sustaining community-based prevention efforts are discussed. Considerations for community-based action research, such as designing community trials and tailoring programs to communities, are also addressed.

49) Gruenewald, PJ, Millar, AB, and Roper, P. (1996). Access to Alcohol: Geography and Prevention for Local Communities. *Alcohol Health and Research World*, 20(4), 244-251.

The effective use of alcohol availability policies is discussed. Research showing an association between alcohol availability, defined as the geography density of alcohol outlets, and alcohol-related motor vehicle crashes is reviewed. Case studies examining the effects of alcohol availability policies on alcohol-related injuries are described. Considerations for developing alcohol availability policies are then discussed. For example, a high density of alcohol outlets in a community may affect the rates of alcohol-related injuries in surrounding communities. Therefore, the effects of outlet density need to be examined in broader geographic terms. Areas for further research to clarify the relationship between drinkers, drinking environments, the location of alcohol outlets, and the locations of alcohol-related injuries are discussed.

50) Gruenewald, PJ, Ponicki, WR, and Holder, HD. (1993). The Relationship of Outlet Densities to Alcohol Consumption: A Time-Series Cross-Sectional Analysis. *Alcoholism: Clinical and Experimental Research*, 17(1), 38-47.

A study to examine the relationships between alcohol beverage prices, availability, and sales is discussed. The study showed that, independent of the effects of beverage prices, the physical availability of alcohol was directly related to sales of spirits and wine. These results suggest that policies that regulate the geographic and population distribution of alcohol outlets could reduce the rates of alcohol consumption and alcohol-related problems. Other potential outcomes of modifying alcohol availability policies are also considered, such as the possibility that increasing the distance between alcohol outlets could lead to an increase in the incidence of driving under the influence of alcohol.

51) Gulland, ED. *Developing Effective and Legally Sound Alcohol Policies*. Washington, DC: American Council on Education, 1994. 17 pp. [ERIC]

Risks that colleges face due to student alcohol consumption are considered. Colleges have a legal responsibility to maintain safe premises as landlords and proprietors and are required by recent legislation to provide alcohol and other drug prevention programs. Procedures that colleges can follow to develop effective alcohol policies which balance concern for students with protections against institutional liability are discussed. It is important for colleges to: (1) adopt only policies that they are willing to enforce, (2) enforce policies consistently, (3) be familiar with the laws relating to the sale of alcoholic beverages and to social host liability, (4) emphasize their alcohol education programs, and (5) focus on danger areas that present the greatest risk of liability. Recent court cases are discussed.

52) Haines, M. *A Social Norms Approach to Preventing Binge Drinking at Colleges and Universities*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1996. 32 pp. [HEC]

A prevention campaign to change the perceptions of drinking norms at Northern Illinois University (NIU) is described. The premises of the campaign are discussed, including research showing that perceptions of alcohol consumption vary significantly from actual consumption on most college campuses. During the campus-based media campaign implemented by NIU, students reported reduced binge drinking and fewer alcohol-related injuries to themselves and others. The methods used to develop and implement the NIU campaign are described. Applications of this social norms approach to different campus settings, and to specialized populations such as ethnic and racial minorities and fraternity and sorority members, are discussed. Limitations of this approach are also considered.

53) Haines, M, and Spear, SF. (1996). Changing the Perception of the Norm: A Strategy to Decrease Binge Drinking Among College Students. *Journal of American College Health*, 45, 134-140.

An intervention to change college students' perceptions of drinking norms is described. A media campaign designed to change students' perceptions of binge drinking on campus was followed by an 18.5% decrease in the number of students who perceived binge drinking to be the norm and a decrease of 8.8% in self-reported binge drinking. A control intervention that focused on three more traditional themes ("it's OK to abstain," "it's OK to

drink in moderation," and "heavy drinking can cause harm to oneself or others") did not reduce students' binge drinking. These results suggest that changing perceptions of drinking norms may be an effective strategy to decrease the number of students who binge drink.

54) Hansen, WB. A Social Ecology Theory of Alcohol and Drug Use Prevention Among College and University Students. pp. 155-175. In: *Designing Alcohol and Other Drug Prevention Programs in Higher Education: Bringing Theory Into Practice*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1997. [HEC]

A social ecology theory of alcohol and other drug prevention, plus programmatic applications of this theory, are discussed. Social ecology theory focuses on the social environment as the primary cause of alcohol and other drug use. This theory postulates that in order to change behavior, the social context of the behavior must be modified. Two mechanisms mediating alcohol and other drug use, normative beliefs and social exposure to alcohol and other drugs, are described. Social ecology units, such as friends, classes, dormitories, athletic teams, fraternities, faculty, and administration, and their potential to influence substance use, are discussed. Strategies for altering these social units in order to change alcohol and other drug use behaviors are outlined.

55) Hawkins, JD, and Catalano, RF. *Communities That Care: Action for Drug Abuse Prevention*. San Francisco, CA: Jossey-Bass, Inc., 1992. 244 pp.

A comprehensive community approach to preventing alcohol and other drug use is proposed. Risk factors and protective factors for alcohol and other drug use by youth are reviewed. The community mobilization process is outlined as five steps: (1) involve key leaders, (2) form a community board, (3) conduct a community risk assessment, (4) plan the program, and (5) establish, institutionalize, and evaluate the program. Different community action strategies are discussed as elements of a comprehensive approach, including developing community and school drug use policies and mobilizing the media. Measurable goals, supporting research, and implementation and evaluation steps are given for each community action strategy. Resources and strategies for obtaining funding for community mobilization are discussed.

56) Holder, HD, (ed.). (1997). A Community Prevention Trial to Reduce Alcohol-Involved Trauma. *Addiction*, 92 (Supplement 2), S155-S310.

This journal supplement describes a five-year community-based research project, which was designed to reduce alcohol-related injuries and death in three US communities. The background of the project, its design and five major intervention components, and the project phases are first described in an overview. The five intervention components are then detailed in separate papers. These intervention components are: (1) community mobilization, (2) responsible beverage service, (3) drinking and driving, (4) underage drinking, and (5) alcohol access. The overall results of this community prevention trial included a reduction in alcohol-involved traffic crashes, a reduction in underage sales of alcohol, increased implementation of responsible beverage service policies, and increased efforts to reduce the concentrations of alcohol outlets. Recommendations are given for future community prevention efforts.

Annotated Bibliography

57) Holder, HD, and Edwards, G (eds.). *Alcohol and Public Policy: Evidence and Issues*. New York, NY: Oxford University Press, 1995. 276 pp.

The scientific basis for a range of alcohol policies is considered. The relationship between alcohol consumption, at an individual or at a societal level, and related social and health consequences is discussed. Alcohol-related problems have been shown to be highly correlated with per capita consumption, while decreases in per capita consumption lead to reductions in these problems. Scientific evidence concerning the effectiveness of policies designed to reduce alcohol-related problems, such as raising prices and restricting advertising, is then reviewed. Heavy drinkers have been shown to be affected by policy measures such as increasing prices and decreasing availability. The relationship of cost to effectiveness for prevention strategies is also discussed.

58) Holder, HD, Janes, K, Mosher, J, Saltz, R, Spurr, S, and Wagenaar, A. (1993). Alcoholic Beverage Server Liability and the Reduction of Alcohol-Involved Problems. *Journal of Studies on Alcohol*, 54, 23-36.

A study to assess the relationship between server liability laws and alcohol-related problems is discussed. In this study, states were ranked according to their levels of liability exposure, as determined by a legal panel. The level of actual server liability in a state appeared to be associated with the level of publicity about liability, the awareness of liability by owners of alcoholic beverage establishments, and self-reported differences in beverage service practices, such as low-price promotions and refusal of service to an intoxicated patron. However, formal training and underage checking did not appear to be associated with the level of server liability. These results suggest that server liability laws have the potential to reduce alcohol-related problems if they stimulate effective changes in servers' behaviors.

59) Jernigan, DH, and Wright, PA. (1996). Media Advocacy: Lessons from Community Experiences. *Journal of Public Health Policy*, 17(3), 306-330.

The role of media advocacy, defined as the strategic use of mass media and community organizing to advance a policy initiative, in alcohol and tobacco prevention is discussed. Case studies are reviewed that were commissioned by the US Center for Substance Abuse Prevention to examine the use of media advocacy in community-based prevention efforts. Lessons learned from these case studies are then outlined, including: (1) media advocacy is most effective when linked to a community organizing effort and a long-term strategic vision, (2) permanent change requires changing policy, (3) the spokesperson is critical, (4) advocates have power in relation to the media but must practice good media relations, and (5) media advocacy is often controversial and is not always the best strategy.

60) Johnston, L. The Epidemiology of Marijuana and Other Illicit Drugs. In: *Resource Papers for the Secretary's Youth Substance Abuse Prevention Initiative*. pp. 15-32. Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1997. [NCADI]

An overview of the use of marijuana and other illicit drugs by US adolescents and young adults is presented. The data are drawn from an ongoing series of national surveys called the Monitoring the Future study. This study has surveyed samples of 12th graders since 1975, 8th and 10th graders since 1991, college students since 1980, and young adults who are high school graduates since 1986. Increases in marijuana use and the use of other illicit

drugs have been observed in high school and college students during the 1990s. Potential reasons for these increases are proposed, including changes in key attitudes and beliefs and perceived increases in illicit drug use by role models.

61) Join Together. *Community Action Guide to Policies for Prevention: The Recommendations of the Join Together Policy Panel on Preventing Substance Abuse.* Boston, MA: Join Together, 1995. [Available from Join Together (617-437-1500)]

Six recommendations for policy makers and communities from the Join Together Public Policy Panel on Preventing Substance Abuse are discussed. The recommendations are: (1) policies should encourage communities to engage in comprehensive strategic planning, (2) public officials and community coalitions should work with local institutions and organizations in the public and private sectors, (3) policies should be established to prevent injury associated with alcohol and other drug use, (4) policies should eliminate illegal access to alcohol, (5) governments should improve efforts to collect and disseminate information, and (6) prevention efforts should be evaluated. For each recommendation, key steps are discussed and examples from communities are described. In addition, organizations and publications to use as resources are given.

62) Kaftarian, SJ, and Hansen, WB. (eds.). *Journal of Community Psychology: Monograph Series: CSAP Special Issue: Community Partnership Program.* Brandon, VT: Clinical Psychology Publishing Co., Inc., 1994. 205 pp. [NCADI: Inventory Number BK221]

Issues identified in evaluation studies conducted as part of the Community Partnership Program are addressed. Recommendations and suggestions for improving both quantitative and qualitative evaluations of community-based alcohol and other drug prevention programs are discussed. Examples of topics covered include: (1) methodological issues relevant to the design and implementation of community-based evaluations, (2) a method of formative evaluation to inform program planning and implementation, (3) the use of ethnographic methods in evaluating community-based alcohol and other drug prevention programs, (4) alternative and adaptive evaluation methods, (5) issues related to the evaluation of rural conditions, and (6) challenges in cross-site evaluations of multiple-site programs.

63) Kenkel, D, and Manning, W. (1996). Perspectives on Alcohol Taxation. *Alcohol Health and Research World,* 20(4), 230-238.

The issue of alcohol taxation is discussed from different perspectives: public health, revenue generation, economic efficiency, equity, and employment. Evidence for a relationship between alcohol prices and level of consumption, plus estimates for price responsiveness of alcohol consumption, are reviewed. the responsiveness of consumption to taxation is considered. Studies are summarized that examine the relationship between alcohol taxes and prices and various alcohol-related problems. The link between alcohol consumption and alcohol-related problems makes taxation an attractive policy instrument from the public health perspective. However, other considerations that inform policy development, such as the equity of a tax and the differential effect of price on different subpopulations, will affect the outcome of a tax increase proposal.

64) Kibel, B. and Stein-Seroussi, A. *CSAP Implementation Guide: Effective Community Mobilization: Lessons from Experience*. Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1997. 62 pp. [NCADI]

The processes underlying community mobilization are discussed. Operational definitions of "community" and "community mobilization" are provided. The three component processes of community mobilization are defined as: (1) heightening the sense of community, (2) enhancing mobilization capacity, and (3) increasing readiness for focused action. The interactive nature of these processes is discussed. Indicators to assess the likelihood that each of these processes will occur are described in detail. A community mobilization scorecard is provided to identify areas in which a community can improve. This discussion of community mobilization is illustrated with four case studies of effective mobilization efforts in diverse communities.

65) Koss, MP, Gidycz, CA, and Wisniewski, N. (1987). The Scope of Rape: Incidence and Prevalence of Sexual Aggression and Victimization in a National Sample of Higher Education Students. *Journal of Consulting and Clinical Psychology*, 55(2), 162-170.

The results of a study to determine the incidence and prevalence of sexual aggression and victimization among college students is described. A survey was administered to a nationwide sample of 6,159 college women and men. Since the age of 14, 27.5% of college women had experienced an act that met the legal definition of rape, and 7.7% of college men reported perpetrating an act that met this definition. The incidence of rape during the previous six-month period was 38 per 1,000 women. These findings showed that high rates of rape and other forms of sexual aggression exist in the college population. The importance of reaching women who do not report a rape or even define their experience as rape, is discussed.

66) Koss, MP, and Gaines, JA. (1993). The Prediction of Sexual Aggression by Alcohol Use, Athletic Participation, and Fraternity Affiliation. *Journal of Interpersonal Violence*, 8(1), 94-108.

The contributions of alcohol use, athletic participation, and fraternity affiliation to the prediction of sexual aggression perpetrated by college men were examined. A survey was administered to 530 college men, including 140 participants in varsity athletics. Alcohol use and athletic participation discriminated those men who had perpetrated acts of sexual aggression from those who had not. Alcohol use and athletic participation were also predictive of being one of the perpetrators of a gang rape. Although a significant contribution of fraternity affiliation to the prediction of sexual aggression perpetration was not found, an association was seen between fraternity affiliation and sexual aggression, which may be mediated by a third factor, such as alcohol use.

67) Kuh, GD. *The Influence of College Environments on Student Drinking. In: Research and Intervention: Preventing Substance Abuse in Higher Education*. pp. 45-71. Washington, DC: US Department of Education, Office of Educational Research and Improvement, 1994. [Available from the Government Printing Office (202-512-1800)]

Research concerning the effects of the college environment on students' alcohol consumption is summarized, and suggestions for preventive modifications to this environment are made. A comprehensive prevention strategy based on the public health model needs to consider three elements: the host (user), the agent (alcohol), and the environment. Much less is known about the role of the environment than the host or agent. The literature on

four types of environmental influences is reviewed: (1) physical properties of the campus, (2) organizational properties of the campus, (3) social-psychological properties of the campus, and (4) cultural properties of the campus. Conclusions are drawn from the literature review, and a series of recommendations for prevention policies are proposed based on these conclusions.

68) Kuh, GD (ed.). *Cultural Perspectives in Student Affairs Work*. Lanham, MD: University Press of America, 1993. 124 pp.

The influence of a college's institutional culture, or its environmental and contextual conditions, on the behaviors of students is discussed. This discussion revolves around the importance of using cultural perspectives in work with students. Characteristics of institutional culture, such as traditions, language, and values, are described. The differences between the subcultures of faculty and student affairs professionals are discussed. Student subcultures are also examined, and their implications for working with student groups are explored. Strategies are discussed for examining the influence of culture on student behaviors, with an emphasis on qualitative strategies. Suggestions are then offered for methods of influencing an institution's culture and student subcultures.

69) Kuh, GD, and Arnold, JC. (1993). Liquid Bonding: A Cultural Analysis of the Role of Alcohol in Fraternity Pledgeship. *Journal of College Student Development*, 34, 327-334.

The impact of pledgeship experiences on the alcohol use behaviors of members of college fraternities was examined in this study using qualitative methodology. Information was collected from four fraternities on two different types of campuses using interviews, observations, and document analysis. General observations about the role of alcohol in fraternities are made, and then the role of alcohol during the pledgeship period is illustrated by a case study of one fraternity. The regulation of alcohol use during the pledgeship period is a key component of a complex system which socializes pledges to the fraternity norms and values. Recommendations are offered for changing the influential role of alcohol in pledgeship.

70) Kumpfer, KL, Shur, GH, Ross, JG, Bunnell, KK, Librett, JJ, and Millward, AR. *CSAP Technical Report 8: Measurements in Prevention: A Manual to Selecting and Using Instruments to Evaluate Prevention Programs.* Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1993. 204 pp. [NCADI: Inventory Number BK213]

Guidelines for identifying measures and instruments for the evaluation of an alcohol and other drug prevention program that are relevant to both the program and the target population are discussed. Five steps in the process of selecting and testing measures are outlined: (1) developing the logic model, (2) developing the evaluation plan, (3) selecting instruments, (4) pilot testing instruments, and (5) developing test batteries. Methods for determining which factors to measure in an evaluation are discussed. Theories of risk and protective factors for alcohol and other drug use are reviewed. Issues to consider in selecting appropriate measurement instruments are then discussed, and an extensive list of instruments is provided.

71) Lepper, JM, and Werch, CE. (1993). Follow-Up Case Studies of Successful Federally- Funded Drug Prevention Programs. *Journal of College Student Development*, 34, 370-375.

Factors associated with successful college drug prevention programs funded by the US Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) are discussed. The most successful programs were generally found to be comprehensive in their objectives and approaches. In addition, over half of the programs reported some policy alterations in the previous year. However, about half of the key program staff perceived no change or an increase in alcohol use by students. Areas for improvement of future programs were identified, including: (1) conducting outcome studies, pilot tests, and regular assessments of alcohol and other drug use on campus, (2) increasing collaboration with local, state, and national agencies, and (3) increasing environmental support for prevention.

72) Linney, JA, and Wandersman, A. *Prevention Plus III: Assessing Alcohol and Other Drug Prevention Programs at the School and Community Level: A Four-Step Guide to Useful Program Assessment.* Rockville, MD: US Department of Health and Human Services, Office for Substance Abuse Prevention, 1991. 461 pp. [NCADI: Inventory Number BK188]

A step-by-step approach to assessing alcohol and other drug prevention programs at the school and community level is described. The goals of this assessment and evaluation approach are to determine whether programs work and to improve existing programs. The concepts of program assessment and a four-step model of assessment are introduced. Basic principles of prevention programs are reviewed, and considerations for evaluating prevention programs are addressed. Data collection plans and the interpretation of any observed changes are discussed. Worksheet modules for evaluating 50 different types of prevention programs are provided. Sample assessment measures, questionnaires, and survey instruments, are also included. These measures can be used to assess the outcomes and impact of a prevention program.

73) Lo, CC, and Globetti, G. (1995). The Facilitating and Enhancing Roles Greek Associations Play in College Drinking. *The International Journal of the Addictions*, 30(10), 1311-1322.

The relationship between Greek affiliation and intensity of drinking in college was examined using a retrospective survey. Eight hundred and eight first-year students at the University of Alabama participated in the study. The results showed that members of Greek associations were more likely to drink, and to drink greater quantities, than other students. Greek affiliation was also associated with higher rates of alcohol-related problems. Students with a background of high-quantity drinking in high school were more likely to join Greek associations than other students. In addition, Greek affiliation was associated with a significantly greater increase in drinking level between high school and college. Membership in a Greek association was shown to be both a facilitating and enhancing factor in alcohol use.

74) Lowe, DW, Fagan, RW, Fagan, NM, and Free, J. (1992). The University's Response to Students' Use of Alcohol: A Formative Evaluation Approach. *Journal of Alcohol and Drug Education*, 37(2), 33-42.

A needs assessment conducted on a college campus was used to guide the design of an alcohol prevention and

intervention program. The questionnaire constructed for the needs assessment examined several aspects of students' drinking attitudes and behaviors, including perceptions of peers' drinking behaviors, reasons for drinking, and drinking locations. The results of the questionnaire showed the impact of environmental factors on student drinking behaviors. Based on the results of the needs assessment, recommendations were made for prevention program objectives, including changing the perceptions of normative drinking behavior and providing students with alternative activities where alcohol is not used. The survey allowed university administrators to begin designing a program appropriate for their students.

75) McKnight, AJ. (1996). Server Intervention to Reduce Alcohol-Involved Traffic Crashes. *Alcohol Health and Research World.* 20(4), 227-229.

Three types of efforts to encourage server intervention are discussed: (1) server training, (2) increased enforcement of alcohol service laws, and (3) community programs. Server intervention primarily involves refusing to serve a patron who appears to be intoxicated and refusing service to individuals under the minimum legal drinking age. The background of server training programs and evaluations of their effectiveness are described. The relationship between law enforcement and compliance and difficulties faced in enforcement are discussed. Community-level efforts to mobilize support for enforcement of alcohol service laws and to encourage more responsible beverage service are described. Community-level action can succeed in bringing about increased law enforcement, which may then lead to increased management support for server intervention.

76) Mills-Novoa, B. Characteristics of Successful Drug Prevention Programs in Higher Education. In: Coughlin, EV (ed.). *Successful Drug and Alcohol Prevention Programs.* pp. 65-79. San Francisco, CA: Jossey-Bass Publishers, 1994.

Factors found to be critical to the success of alcohol and other drug prevention in a qualitative study of five college programs are discussed. These successful programs: (1) affected regulations through policy formation, communication, and enforcement, (2) used a needs assessment as a first step, (3) used planning effectively and evaluated program efforts, (4) fitted strategies to the campus, (5) used a strong marketing approach, (6) personalized the issues, (7) capitalized on program visibility, (8) tied alcohol and other drug prevention to wellness, (9) supported a no use policy for underage students, (10) had a staff with diverse skills, (11) had strong administrative support, (12) were allied with a credible department or center, and (13) planned for institutionalization early.

77) Moore, MH, and Gerstein, DR. (eds). *Alcohol and Public Policy: Beyond the Shadow of Prohibition.* Washington, DC: National Academy Press, 1981. 463 pp.

This book is an early discussion of the environmental approach to alcohol policy. Ideas about alcohol problems that affected the development of alcohol policy are described. The complex causal factors underlying alcohol use are explored, including the contribution of the environment. Policy approaches are then reviewed in light of this model of alcohol use. Broad approaches to alcohol prevention policy are identified. The potential of three policy approaches to prevention are discussed: (1) focusing on the supply of alcohol and regulating alcohol outlets, (2) shaping drinking behaviors, and (3) changing the consequences of drinking by altering the physical or social environment. A series of commissioned papers elaborate on these points.

78) Morris, J. and Schneider, D. (1992). Health Risk Behaviors: A Comparison of Five Campuses. *College Student Journal*. 26(3), 390-397.

A study to investigate the association between college campus environments and student health behaviors is described. One hundred undergraduates from five different colleges were surveyed. The following health behaviors were assessed: stress-related coping behaviors, smoking, alcohol use, use of other drugs, and sexual risk behaviors. Each of the five campuses had a distinct health behavior profile. The physical, social, and academic environment of each college may encourage students to develop certain health behaviors, or students with certain behaviors may be drawn to different colleges. The results of this study suggest that tailoring a prevention program to the particular college campus may improve the effectiveness of the program.

79) Mosher, JF. Drug Availability in a Public Health Perspective. In: *OSAP Prevention Monograph-6: Youth and Drugs: Society's Mixed Messages*. pp. 129-168. Rockville, MD: US Department of Health and Human Services, Office of Substance Abuse Prevention, 1990. [ERIC]

The influence of availability policies on alcohol and other drug use, and on the social norms surrounding this use, is discussed. The availability policies of two legal drugs, alcohol and tobacco, are contrasted with those for an illegal drug, marijuana. The importance of availability policies from a public health perspective is reviewed. The history of tobacco and marijuana availability in the US are compared. Drug availability policy options are then discussed. Legalization of illicit drugs and criminalization of legal ones are considered from a public health perspective. Other availability control options, such as price controls, production controls, controls on retail availability, and civil liability, are discussed.

80) Muraskin, LD. *Understanding Evaluation: The Way to Better Prevention Programs*. Washington, DC: US Department of Education, 1993. 98 pp.

The principles of program evaluation and steps to take in conducting evaluations are described. Reasons for conducting evaluations, possible evaluation objectives, and types of evaluation are discussed. The process of designing an evaluation is discussed in detail. Data collection methods and instruments used in evaluation are described. Steps to take in interpreting and reporting evaluation findings are discussed. Practical problems that arise in planning and implementing an evaluation are addressed. The design and implementation of a program evaluation are illustrated with the story of an evaluation conducted by a fictitious school district. The importance of integrating evaluation into a program from the beginning, plus engaging program staff in an evaluation, are discussed.

81) National Commission on Drug-Free Schools. *National Commission on Drug-Free Schools: Final Report: Toward a Drug-Free Generation: A Nation's Responsibility*. Washington DC: US Department of Education, 1990. 98 pp. [NCADI: Inventory Number BKD55]

The major findings of the National Commission on Drug-Free Schools are discussed. Data on the use of alcohol and other drugs by students are reviewed. National goals for achieving drug-free schools and colleges are out-

lined. Recommendations for mobilizing the community and assessing the drug problem in schools are given. The importance of support from the community for school-based prevention efforts, plus better linkage between school-based and community-based resources, is discussed. The need for more consistent enforcement of school policies on the use, possession, and distribution of drugs is addressed. The role of research and evaluation in identifying effective prevention programs is emphasized. A range of policies and other programs for preventing alcohol use are discussed.

82) New York State College Alcohol and Other Drug Abuse Prevention Programs. *Networking for Healthy Campuses.* Albany, New York: New York State Office of Alcoholism and Substance Abuse Services, 1996. 146 pp. [Available from the New York State Office of Alcoholism and Substance Abuse Services (518-473-3460)]

Strategies for designing and evaluating college alcohol and other drug prevention programs are described. The problem of alcohol and other drug use by college students is reviewed. Prevention strategies are discussed with a focus on the public health model, which analyzes substance use within the context of host, agent, and environment. Issues specific to certain groups, including racial/ethnic minorities, women, and Greek societies, are delineated. Alcohol marketing on college campuses is addressed. Strategies for developing different types of alcohol and other drug prevention programs and policies are then described, beginning with the formation of a prevention task force. Needs assessments, process evaluations, and outcome evaluations are discussed. Approaches to publicizing prevention efforts and involving the surrounding community are outlined.

83) Office for Substance Abuse Prevention. *The Fact Is...Communications Programs Can Help to Prevent Alcohol and Other Drug Problems.* Rockville, MD: US Department of Health and Human Services, Office for Substance Abuse Prevention, 1991. 4 pp. [NCADI: Inventory Number MS397]

The use of communications programs in alcohol and other drug prevention is discussed. Characteristics of communications programs are described. Some of the purposes communications programs could serve in alcohol and other drug prevention are outlined, including: (1) providing facts, (2) expressing viewpoints, and (3) using communications to persuade or motivate. Examples of communications programs that could be used in alcohol and other drug prevention are presented. Key considerations in planning communications programs, such as the use of appropriate messages, channels, and sources, are discussed. The importance of what is not communicated in a message is also considered. Resources available to assist in planning a communications program are listed.

84) Office for Substance Abuse Prevention. *Prevention Plus II: Tools for Creating and Sustaining Drug-Free Communities.* Rockville, MD: US Department of Health and Human Services, Office for Substance Abuse Prevention, 1989. 541 pp. [NCADI: Inventory Number BK159]

Steps for organizing a community alcohol and other drug prevention program are discussed. Contributors to alcohol and other drug problems are described from a systems approach, in which community and environment are viewed as interconnected parts that must work together in prevention efforts. Strategies that can be components of a comprehensive prevention program are described. The nine planning steps for organizing a community prevention program are outlined: (1) needs assessment, (2) goals development, (3) objectives development, (4) resources identification, (5) funding sources identification, (6) assignment of leadership tasks, (7) imple-

mentation, (8) evaluation, and (9) program revision based on evaluation findings. Case studies of prevention programs that involve broad community coalitions are discussed.

85) Office for Substance Abuse Prevention. *Turning Awareness into Action: What Your Community Can Do About Drug Use in America.* Rockville, MD: US Department of Health and Human Services, Office for Substance Abuse Prevention, 1991. 73 pp. [NCADI: Inventory Number PHD519]

Guidelines are presented for assessing the alcohol and other drug prevention needs of a community and taking action to address those needs. Different segments of the community to consider as part of a prevention effort are discussed, including schools, youth and recreation groups, the health care system, the legal system, the religious community, the business community, civic organizations, and the local media. Approaches to assessing the ongoing prevention activities of these groups, and then planning new prevention activities, are outlined. Recommendations for planning, evaluating, and promoting a community prevention program are discussed. Examples of successful community programs are described to illustrate the guidelines. Basic facts about alcohol and other drug use are provided.

86) Office of Inspector General. *Youth and Alcohol: Laws and Enforcement. Is the 21-Year-Old Drinking Age a Myth?* Rockville, MD: US Department of Health and Human Services, Office of Inspector General, 1991. 21 pp. [NCADI: Inventory Number RPO799]

An inspection that examined how state laws and regulations governed youth access to alcohol, and how these laws were enforced, is discussed. Six major findings resulted from this study: (1) state laws contain loopholes that allow underage drinking, (2) state and local agencies have difficulty enforcing youth alcohol laws, (3) nominal penalties against vendors and minors limit the effectiveness of enforcement, (4) states have difficulty preventing the use of false identification, (5) some states have developed creative methods to enforce alcohol laws and penalize offenders, and (6) enforcement is inhibited by public attitudes. A checklist to assess state laws and policies governing youth access to alcohol is provided.

87) Orlandi, LG, Weston, R, and Epstein, LG. *Cultural Competence for Evaluators: A Guide for Alcohol and Other Drug Abuse Prevention Practitioners Working with Ethnic/ Racial Communities.* Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1995. 299 pp. [NCADI: Inventory Number BKD79]

Cultural competence for program evaluators is discussed. This issue is examined with respect to African-American, Hispanic, American-Indian, Alaska-Native, and Asian/Pacific Islander-American community groups. The main objective of the guide is to enhance the knowledge base and skills of individuals responsible for evaluating alcohol and other drug prevention programs in settings that are racially/ethnically diverse. Conceptual frameworks and practical suggestions for evaluators are provided. The idea of the "expert linkage" approach is developed, whereby individuals who have program evaluation competence form collaborations with individuals who are culturally competent for effective program evaluation. The need to increase the number of individuals who are competent in both areas is also discussed.

88) Perkins, HW. College Student Misperceptions of Alcohol and Other Drug Norms among Peers: Exploring Causes, Consequences, and Implications for Prevention Programs. pp. 177-206. In: *Designing Alcohol and Other Drug Prevention Programs in Higher Education: Bringing Theory Into Practice.* Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1997. [HEC]

Attribution theory and peer socialization theory are applied to an analysis of peer group influence and to misperceptions of peer norms among college students. Misperceptions of peer norms seems to contribute to alcohol and other drug problems on college campuses. Research conducted on a variety of campuses has indicated that students consistently overestimate the actual alcohol and other drug use on campus and the permissiveness of their peers toward this use. This problem of misperceived norms has generally been observed regardless of the type of drug and across many different campus subpopulations. Misperceived peer norms may affect students' personal use, and cause them to behave in ways that are inconsistent with their own attitudes. The implications of this problem for alcohol and other drug prevention is discussed.

89) Perkins, HW. (1995). Scope of the Problem: Misperceptions of Alcohol and Drugs. *Catalyst*, 1(3), 1-2. Published by the Higher Education Center, Newton, MA. [HEC]

The widespread problem of college students' misperceptions of peer norms of alcohol and other drug use, the consequences of these misperceptions, and approaches to correcting them, are discussed. Misperceptions of peer norms of alcohol and other drug use, generally defined as students overestimating alcohol and other drug use on campus and the permissiveness of their peers for this use, have been reported from a variety of colleges nationwide. These findings have proved generalizable to many different student subpopulations. The potentially significant effect of these misperceptions on the personal alcohol and other drug use of students is discussed. Approaches to addressing these misperceptions in prevention efforts include mass marketing strategies and focused workshops. Potential directions for future work are described.

90) Pertschuk, M, and Wilbur, P. *Media Advocacy: Reframing Public Debate.* (with O'Keefe, AM. A Case for Paid Media.) Washington, DC: Benton Foundation, 1991. 37 pp. [Available from the Center for Strategic Communications (212-965-0180)]

Media advocacy, the strategic use of mass media to advance a social or public policy initiative, is discussed. Recognition of potential stories and methods to market them to media outlets are considered. Identifying campaign objectives, selecting a target audience, and tailoring messages to that audience are addressed. Methods of framing or re-framing an issue, and strategies for gaining access to the media, are described. Media advocacy techniques are discussed, including using creative epidemiology, initiating stories, creating news, and giving effective interviews. The advantages and disadvantages of free media channels and paid media are considered. Many of the examples illustrating these topics are drawn from the use of media advocacy in alcohol and tobacco control efforts.

91) Pittayathikhun, T, Ku, R, Rigby, D, Mattsson, M, and DeJong, W. *Complying with the Drug-Free Schools and Campuses Regulations: A Guide for University and College Administrators.* Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1997. 36 pp. [HEC]

This bulletin describes the requirements of the 1989 amendments to the Drug-Free Schools and Campuses Act, as articulated in Part 86, the Drug-Free Schools and Campuses Regulations. Ways in which colleges and universities have met these requirements are briefly reviewed. Necessary components of programs that comply with the regulations are outlined. In addition to these regulations, state laws and recent court decisions may add additional legal responsibilities. Content of the written policy required by the regulations and methods of distributing the policy are discussed. Strategies for encouraging students and employees to read the policies are described. The requirement for a biennial review is discussed, and elements of effective biennial reviews are outlined. Excerpts from existing policies are included.

92) Prendergast, ML. (1994). Substance Use and Abuse Among College Students: A Review of Recent Literature. *Journal of American College Health*, 43, 99-113.

The research literature since 1980 on alcohol and other drug use by college students is reviewed. The extent of alcohol and other drug use by students is described. The prevalence and patterns of alcohol use and the problems associated with this use are discussed. The prevalence and patterns of use of other drugs are also examined. The research on correlates of substance use and related problems -- such as demographic characteristics, year in college, grade point average, and college residence -- is reviewed. The substance most heavily used by college students is alcohol. Heavy alcohol use is prevalent, and is associated with serious, acute problems. Suggestions for prevention programming are discussed.

93) Prentice, DA, and Miller, DT. (1993). Pluralistic Ignorance and Alcohol Use on Campus: Some Consequences of Misperceiving the Social Norm. *Journal of Personality and Social Psychology*, 64(2), 243-256.

Four studies conducted at Princeton University that were designed to examine the relationship between college students' attitudes about alcohol use and their estimates of their peers' attitudes are reviewed. The results of these studies showed widespread pluralistic ignorance: students believed that they were more uncomfortable with alcohol use norms on campus than were their friends or the average student. The consequences of this pluralistic ignorance are described, and the implications for prevention programming are addressed. The studies' results suggest that although programs aimed at individuals may change private attitudes, they are unlikely to change social norms, and are therefore unlikely to significantly change public behavior. The more effective approach of emphasizing the actual attitudes of individuals is discussed.

94) Presley, CA, Meilman, PW, and Cashin, JR. *Alcohol and Drugs on American College Campuses: Use, Consequences, and Perceptions of the Campus Environment, Volume IV: 1992-1994*. Carbondale, IL: The Core Institute, 1996. 114 pp.

The aggregated findings are reported from the administration of the Core Alcohol and Drug Survey to 45,632 students at 89 colleges and universities during 1992-1994. This survey examines alcohol and other drug use patterns, perceptions of the campus environment, and consequences suffered as a result of alcohol and other drug use. Results are analyzed by gender, race/ethnicity, region of the country, and type of institution. Major findings include: (1) the heaviest drinkers received the lowest grades, (2) students living on campus consumed more alcohol than students living off campus, (3) students at the smallest institutions consumed more alcohol than stu-

dents at other institutions, and (4) students at two-year colleges reported lower levels of binge drinking during the past two weeks than students at four-year colleges.

95) Presley, CA, Meilman, PW, and Padgett, JF. Facts and Myths. In: Coughlin, EV (ed.). *Successful Drug and Alcohol Prevention Programs*. pp. 15-27. San Francisco, CA: Jossey-Bass Publishers, 1994.

Six common beliefs about alcohol and other drug use by college students are examined, using data on more than 58,000 students from the Core Alcohol and Drug Survey. These beliefs are: (1) consequences of drinking are minimal, (2) getting drunk is an important part of college life, (3) women drink less than men, so targeted prevention is not required, (4) everyone drinks to excess, (5) students at certain colleges are shielded from alcohol and other drug use, and (6) little that can be done to change things. Steps that student affairs administrators can take to dispel these myths are outlined, such as providing accurate information and assessing existing alcohol and other drug programs and policies.

96) Preusser, DF, Williams, AF, and Weinstein, HB. (1994). Policing Underage Alcohol Sales. *Journal of Safety Research*, 25(3), 127-133.

The evaluation of an enforcement program targeted at licensed retail sellers of alcohol is described. In this program, underage police cadets attempted to purchase beer from stores in Denver, Colorado. Following letters informing all licensees of impending enforcement, three randomly selected sets of 100 stores were visited. In the first set of visits, the underage cadets were able to purchase alcohol in 59% of the stores. Local media coverage and letters to licensees followed. In return visits to these stores, the purchase rate decreased to 32%. In visits to the second and third randomly selected sets of stores, the purchase rate was 26%. This enforcement program therefore seemed to limit the sale of alcohol to underage individuals.

97) Prevention File. (1990). Better Times at Chico State. *Prevention File*, 5(4), 13-16.

Robin Wilson, PhD, describes his efforts as president of California State University at Chico to confront the culture of this campus with a liberal drinking tradition and a reputation as a "party school." His investigation of the consequences of alcohol use on college campuses is discussed. His strategies for changing the culture at Chico are described, including asking faculty to schedule classes on Fridays, working with community law enforcement officials for increased enforcement of local laws and ordinances, banning alcohol consumption on campus, and taking steps to eliminate any acknowledged sponsorship of campus events by brewers or distributors. The successes and setbacks that resulted from his efforts are discussed.

98) Prevention File. (1996). Student Teamwork for Change... On Campus. *Prevention File*, 11(2), 2-5.

The efforts of student teams at Mesa College, Miramar College, the University of San Diego, and the University of California - San Diego to prevent alcohol-impaired driving are described. To tailor their prevention efforts to their campuses, the students gathered information on local patterns of alcohol use and related problems, through such methods as conducting student surveys. The results of the surveys showed a lack of responsible beverage service practices at student social gatherings, and prevention efforts therefore focused on this issue. Student surveys were repeated after one year to measure the impact of the prevention activities. Although students reported increases in

responsible beverage service practices, drinking and driving behaviors had not changed, indicating a need for continued prevention efforts.

99) Prochaska, JO, DiClemente, CC, and Norcross, JC. (1992). In Search of How People Change: Applications to Addictive Behaviors. *American Psychologist*, 47(9), 1102-1114.

The process of changing behavior is described using the two major components of the transtheoretical model, the stages of change and the processes of change. In the transtheoretical model, behavior change is described as a progression through five stages: precontemplation, contemplation, preparation, action, and maintenance. Individuals often cycle through these stages in a non-linear progression. Processes of change, the second major component of the transtheoretical model, describe how changes occur. Empirical evidence for the transtheoretical model is reviewed and implications of this model for programming and treatment are discussed.

100) Ryan, BE, Colthurst, T, and Segars, L. *College Alcohol Risk Assessment Guide: Environmental Approaches to Prevention*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, revised 1997. 103 pp. [HEC]

This guide was designed to assist college administrators in identifying and changing factors within the campus environment that contribute to alcohol-related problems. Factors are examined within the context of the public health approach, which emphasizes ways in which the environment shapes behavior. Problem-oriented prevention, a strategy that directs attention and action to specific alcohol-related problems, is described. A series of exercises based on the SARA (scanning, analysis, response, assessment) method are given to assist in identifying specific problems at a given college. These exercises guide administrators through the process of identifying problems, gathering information, implementing an appropriate response, and determining the effectiveness of the response.

101) Saffer, H. (1996). Studying the Effects of Alcohol Advertising on Consumption. *Alcohol Health and Research World*, 20(4), 266-272.

Research on the effects of advertising on alcohol and tobacco consumption are reviewed, and methodological issues in this research are discussed. Studies that use national data on annual spending for alcohol advertising generally can not detect much yearly change in the high level of advertising expenditures. These studies often do not show associations between advertising and consumption. However, studies examining local-level advertising expenditures may demonstrate a relationship to consumption, as the level of local advertising varies widely. Studies conducted in localities with advertising bans have shown decreases in consumption. Counteradvertising campaigns also are associated with decreases in consumption. These results suggest that controls on advertising and counteradvertising campaigns may be effective policy measures to reduce alcohol-related problems.

102) Saltz, RF. (1993). The Introduction of Dram Shop Legislation in the United States and the Advent of Server Training. *Addiction*, 88 (Supplement), 95S-103S.

The factors affecting policy development in the US with respect to dram shop liability and server training are discussed. The background of dram shop liability laws and responsible beverage service (RBS) are reviewed, includ-

ing the role of grassroots organizations such as Mothers Against Drunk Driving and Remove Intoxicated Drivers. The influences of the insurance industry and trial lawyers on the perception of liability risk by alcohol beverage outlet owners are discussed. The roles of the alcohol beverage industry, RBS training providers, policy makers, researchers, the hospitality industry, and health professionals in policy development are also outlined. The policy development process is illustrated with a case study of the origin of mandatory server training in the state of Oregon.

103) Smith, MC, and Fossey, R. *Crime on Campus: Legal Issues and Campus Administration*. Phoenix, AZ: Oryx Press, 1995. 251 pp.

Data on the extent and nature of campus crime are reviewed, and the importance of the campus response is highlighted. Issues of lawsuits, liability, and risk management are discussed, particularly with respect to the duties of a college. Specific legal issues are then described in greater detail, including the connection between alcohol and other drugs and campus crime. Federal and state efforts to reduce alcohol and other drug use on campus are reviewed. The connections between criminal and civil law and alcohol use are discussed. An appropriate campus response to alcohol consumption is outlined. Case law is cited extensively.

104) Stewart, K. Environmentally Oriented Alcohol Prevention Policies for Young Adults. In: *Resource Papers for the Secretary's Youth Substance Abuse Prevention Initiative*. pp. 107-157. Rockville, MD: US Department of Health and Human Services, Center for Substance Abuse Prevention, 1997. [NCADI]

An overview of the research on the effectiveness of environmentally oriented alcohol prevention policies is presented. These policies are designed to affect the legal or social environment in which alcohol use occurs. Seven categories of strategies are discussed: (1) availability of alcohol, (2) price of alcohol, (3) sales and service policies, (4) minimum purchase age, (5) information strategies, such as counteradvertising and warning labels, (6) controls on alcohol advertising and promotion, and (7) impaired driving strategies. Many of these policies have been shown to have an effect on alcohol-related problems. Where the effects of these strategies on alcohol consumption by young adults are known, this research is presented. Costs and benefits of the strategies, and their relative impacts, are briefly discussed.

105) Szalay, LB, Inn, A, and Doherty, KT. (1996). Social influences: Effects of the Social Environment on the Use of Alcohol and Other Drugs. *Substance Use and Misuse*, 31(3), 343-373.

A research study designed to measure the influence of the social environment on college students' vulnerability to substance use is discussed. Vulnerability scores were obtained through a cognitive mapping strategy using the Associative Group Analysis method. These responses are then compared to those of two reference groups, one of frequent alcohol/drug users, and one of nonusers. In all comparisons, students in a "high use" environment (colleges with high proportions of frequent users) showed higher levels of vulnerability to substance use than students in a "low use" environment (low proportions of frequent users). Statistical analysis showed a significant relationship between campus environment and the vulnerability of students to substance use.

106) Toomey, TL, Rosenfeld, C, and Wagenaar, AC. (1996). The Minimum Legal Drinking Age: History, Effectiveness, and Ongoing Debate. *Alcohol Health and Research World*, 20(4), 213-218.

The effectiveness of minimum legal drinking age laws in preventing alcohol-related injuries and death among youth and the role increased enforcement of these laws could play in further enhancing their effectiveness are discussed. The history of the minimum legal drinking age laws are reviewed, and studies showing the effectiveness of these laws are discussed. Despite these minimum legal drinking age laws, however, underage individuals can still obtain alcohol from many sources. The role of the lack of active enforcement in contributing to this situation is discussed. The studies suggest that by increasing enforcement levels of the minimum legal drinking age laws and deterring adults from providing alcohol to underage individuals, alcohol-related injuries among youth could be even further reduced.

107) Upcraft, ML, and Welty, JD. *A Guide for College Presidents and Governing Boards: Strategies for Eliminating Alcohol and Other Drug Abuse on Campuses*. Washington, DC: US Department of Education, 1990. 69 pp. [ERIC]

Strategies to prevent alcohol and other drug use on college campuses are described. The consequences of alcohol and other drug use by students, faculty, and staff are discussed, and the legal and ethical responsibilities of colleges in prevention are addressed. Five strategies to implement as part of a comprehensive approach to prevention are discussed: (1) develop clear alcohol and other drug policies, (2) enforce alcohol and other drug regulations, (3) provide alcohol and other drug education and prevention programs, (4) ensure intervention and referral for treatment, and (5) assess attitudes and behavior toward alcohol and other drugs, as well as the effectiveness of prevention and education programs. Specific action steps are recommended that can be taken to carry out each strategy.

108) US Department of Health and Human Services. *Eighth Special Report to the US Congress on Alcohol and Health From the Secretary of Health and Human Services*. Rockville, MD: US Department of Health and Human Services, 1993. 369 pp. [NCADI: Inventory Number BK518]

Research on alcoholism and alcohol use, the health consequences of alcohol consumption, and prevention and intervention methods are reviewed in this report. Data on the nature and extent of alcohol use and alcohol-related problems are given. Possible causes of alcohol abuse and alcoholism, and their consequences, are discussed. Approaches to prevention and early intervention are then described. Prevention strategies targeting both individuals and the environment are discussed. Examples of environmental issues addressed are physical, economic, legal, and social availability of alcohol and aspects of the normative environment. Treatment for alcoholism is also discussed.

109) Wagenaar, AC, and Holder, HD. (1991). Effects of Alcoholic Beverage Server Liability on Traffic Crash Injuries. *Alcoholism: Clinical and Experimental Research*, 15(6), 942-947.

A study examined the effects of changes in exposure to legal liability of servers of alcoholic beverages on the rate of injuries due to motor vehicle crashes. Two major liability suits filed against servers in 1983 and 1984 in the state of Texas resulted in widespread publicity. Crash rates in Texas decreased 6.5% immediately after the 1983 suit was filed and decreased an additional 5.4% after the 1984 suit was filed. These decreases represent the effects

of the lawsuits and the ensuing publicity; the study controlled for the effects of several other policy changes in Texas and broader nationwide changes in injury rates. These results suggest that server liability can affect alcohol-related injury rates.

110) Wagenaar, AC, and Perry, CL. (1994). Community Strategies for the Reduction of Youth Drinking: Theory and Application. *Journal of Research on Adolescence*, 4(2), 319-345.

The theoretical basis for effective community-wide strategies to prevent youth drinking is discussed. Different theoretical perspectives on youth alcohol consumption are reviewed and then integrated into a single meta-theory of drinking behavior. Key elements of this integrated theory are (1) the importance of social interactions in influencing drinking behavior, and (2) the necessity of changing broader societal conditions to reduce youth alcohol consumption. The implications of the theory for designing community-wide prevention efforts are then discussed. The objectives and strategies of two large-scale community-wide prevention efforts in progress are described. The authors conclude that effective long-term prevention efforts require strategies for community and societal change.

111) Wagenaar, AC, Toomey, TL, Murray, DM, Short, BJ, Wolfson, M, and Jones-Webb, R. (1996). Sources of Alcohol for Underage Drinkers. *Journal of Studies on Alcohol*, 57, 325-333.

A study to examine the sources of alcohol for underage drinkers is described. Ninth graders, twelfth graders, and individuals aged 18-20 were surveyed about alcohol-related behaviors and attitudes. The survey showed that individuals over the age of 21 were the most common source of alcohol for all age groups. For 18-20 year olds, the second most common source of alcohol was a commercial outlet. Perceived availability, binge drinking behavior, and certain sociodemographic variables were related to the sources of alcohol for an individual. Strategies to prevent persons over 21 from supplying underage individuals with alcohol could include increased publicity about tort liability, increased law enforcement, and restricting alcohol at community events.

112) Wagenaar, AC, and Wolfson, M. (1994). Enforcement of the Legal Minimum Drinking Age in the United States. *Journal of Public Health Policy*, 15(1), 37-53.

A study to examine the levels of enforcement of the legal minimum drinking age in the United States is described. This study showed that levels of enforcement of the legal drinking age are quite low and vary significantly between states. Recommendations are given for increasing levels of enforcement, including: (1) targeting alcohol outlets, which would increase deterrence of selling to minors, (2) increasing targeting of adults who provide alcohol to minors, and (3) using multiple means of identifying outlets that provide alcohol to minors. Political and organizational obstacles to implementing these recommendations are addressed. The importance of changing other aspects of the social, physical, and policy environment than law enforcement is discussed.

113) Wallack, L, and Corbett, K. Illicit Drug, Tobacco, and Alcohol Use Among Youth: Trends and Promising Approaches in Prevention. In: *OSAP Prevention Monograph-6: Youth and Drugs: Society's Mixed Messages*. pp. 5-29. Rockville, MD: US Department of Health and Human Services, Office of Substance Abuse Prevention, 1990. [ERIC]

Trends in alcohol and other drug use are reviewed, and strategies that have been developed to prevent this use are

discussed. Most prevention efforts since the 1960s have focused on trying to change the behavior and attitudes of an individual, but few of these strategies have demonstrated any behavioral impact. A consensus favoring a broader view of prevention, which considers the sociocultural environment of an individual, has emerged. Community action groups and media-based strategies have played important roles in the development of this broader view. A more comprehensive alcohol and other drug prevention approach based on the public health model is discussed. Principles for designing an effective and comprehensive prevention program are discussed.

114) Wallack, L, Dorfman, L, Jernigan, D, and Themba, M. *Media Advocacy and Public Health: Power for Prevention*. Newbury Park, CA: Sage Publications, Inc., 1993. 226 pp.

The use of media advocacy to promote public health is described. Media advocacy is a strategy that uses the mass media to support the development of healthful public policies by exerting pressure on decision-makers. The workings of the media, plus the forces that influence how public health issues are covered, are discussed. The agenda setting and issue-framing functions of the news media are described. The basic principles of media advocacy are discussed, and key elements of the approach are illustrated. Steps to take in planning for a media advocacy initiative are described. Eight case studies illustrating media advocacy principles are discussed. The relationship between media advocacy and community advocacy is explored.

115) Walsh, DC, Rudd, RE, Moeykens, BA, and Moloney, TW. (1993). Social Marketing for Public Health. *Health Affairs*, 12(2), 104-119.

Key elements and principles of social marketing are described. The history of social marketing and early public health programs that applied social marketing principles are briefly reviewed. Three broad conceptual principles of social marketing are presented: (1) the process is disciplined, (2) formative research with the target audience is a key part of the process, and (3) the product is responsive to audience needs through ongoing research. A series of nine planning and implementation activities for the social marketing process are then described in three phases: research and planning, strategy design, and implementation and evaluation. Limitations of a social marketing approach are also discussed.

116) Wechsler, H, Austin, B, and DeJong, W. *Secondary Effects of Binge Drinking on College Campuses*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1996. 7 pp. [HEC]

Results from the College Alcohol Study showed the harm caused to non-binge drinking students by binge drinkers. The College Alcohol Study was a survey of 17,592 students from 140 US colleges conducted in 1993. The study showed that at colleges where more than half of the students were binge drinkers, 87% of non-binge drinkers experienced one or more secondhand effects, including being insulted and having property damaged. In addition, 26% of non-binge drinking women had experienced an unwanted sexual advance by a student who had been drinking, and 2% were victims of sexual assault by a drinking student. Programming and policy implications for college administrators of this serious and largely ignored problem are discussed.

117) Wechsler, H, Davenport, AE, Dowdall, GW, Grossman, SJ, and Zanakos, SI. (1997). Binge Drinking, Tobacco, and

Illicit Drug Use and Involvement in College Athletics: A Survey of Students at 140 American Colleges. *Journal of American College Health*, 45, 195-200.

The results of a study examining binge drinking (heavy, episodic alcohol consumption), tobacco use and illicit drug use by college athletes are reported. This study drew upon the results of a survey conducted with 17,592 students randomly selected from 140 US colleges. Students participating in the survey were divided into groups based upon their involvement in athletics: not involved, partly involved, and involved. The results indicated that students involved in athletics were more likely to chew tobacco and engage in binge drinking than students who were not involved in athletics, but were less likely to use marijuana or smoke cigarettes. Residence in a fraternity or sorority was one of the strongest predictors of binge drinking among students involved in athletics.

118) Wechsler, H, Davenport, A, Dowdall, G, Moeykens, B, and Castillo, S. (1994). Health and Behavioral Consequences of Binge Drinking in College: A National Survey of Students at 140 Campuses. *Journal of the American Medical Association*, 272(21), 1672-1677.

Results from a survey of 17,592 students randomly selected from 140 United States colleges were reported. 44% of the students responding to the survey were binge drinkers, and 19% of the respondents were frequent binge drinkers. Binge drinking was defined as having five or more drinks in a row for men and four or more drinks in a row for women. The consequences of this binge drinking were examined. Frequent binge drinkers were more likely to experience alcohol-related problems, such as engaging in unplanned sexual activity or getting behind in school work, than other students. In addition, binge drinking on campus created problems for students who were not binge drinkers. Nonbinge drinkers experienced more of these problems, such as having sleep interrupted or experiencing an unwanted sexual advance, on campuses with higher binge rates than those with lower binge rates.

119) Wechsler, H, DeJong, W, Shapiro, GR, and Lavin, AT. (1992). "The Responsibility to Inform, the Power to Act": A Conference for New England College Newspaper Editors on the Role of the Campus Press in Addressing Substance Use Issues. *Journal of Drug Education*, 22(4), 329-336.

The potential role of college newspaper editors in educating students about alcohol and other drug issues and in advocating for changes in student behaviors and campus and community policies are discussed. A conference held with college newspaper editors is described. Two objectives of this conference were to encourage editors to consider their role in shaping public opinion and to examine the issues related to an "activist" press. An evaluation of the conference showed that some of the editors increased reporting on alcohol and other drug topics or added a health column or section to their papers. This type of meeting is a strategy for developing the underutilized campus newspaper as an educational tool and a means for advocating for change.

120) Wechsler, H, Dowdall, GW, Davenport, A, and Castillo, S. (1995). Correlates of College Student Binge Drinking. *American Journal of Public Health*, 85, 921-926.

Individual correlates of binge drinking were determined for 17,592 students from 140 colleges in the United States who participated in a survey. Sex and race/ethnicity were among the demographic variables related to binge drinking. The strongest predictors of binge drinking, however, were living in a fraternity or sorority, considering

parties to be very important, and engaging in other risky behaviors, such as using marijuana or cigarettes. In addition, binge drinking in high school was a strong risk factor for binge drinking in college. Interestingly, being over age 21 did not by itself predict binge drinking, suggesting that policies to enforce the legal drinking age are ineffective. Implications of these results for interventions were discussed.

121) Wechsler, H, Dowdall, GW, Davenport, A, and DeJong, W. *Binge Drinking on Campus: Results of a National Study*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1995. 8 pp. [HEC]

The results of a college drinking survey conducted with a national sample of 17, 592 students from 140 US colleges are reported. 44% of students overall engaged in binge drinking in the two weeks prior to the survey. Binge drinking was defined as having five or more drinks in a row for men and four or more drinks in a row for women. Levels of binge drinking varied widely among colleges. Being white, participating in athletics, or residing in a fraternity or sorority increased the likelihood that a student would binge drink. Binge drinkers experienced higher rates of alcohol-related problems, including injuries and unplanned sexual activity, than non-binge drinkers. Recommendations are offered for preventive actions that college administrators can take, such as establishing a "zero-tolerance" policy for alcohol-related violence and working with the local community to limit student access to alcohol.

122) Wechsler, H, Dowdall, GW, Davenport, A, and Rimm, EB. (1995). A Gender-Specific Measure of Binge Drinking Among College Students. *American Journal of Public Health*, 85, 982-985.

A gender-specific measure of binge-drinking was developed using the results of a survey of 17,592 students from 140 colleges in the United States. Women who typically drank four or more drinks in a row were about as likely to experience negative consequences of their drinking as men who typically drank five or more drinks in a row. These problems included falling behind in classes and engaging in unplanned or unprotected sexual activity. This gender-specific relationship was not due only to differences in body mass index. Gender-neutral drinking norms, which lead women to drink as much as men, therefore place women at greater risk of experiencing negative consequences from their drinking.

123) Wechsler, H, Moeykens, B, Davenport, A, Castillo, S, and Hansen, J. (1995). The Adverse Impact of Heavy Episodic Drinkers on Other College Students. *Journal of Studies on Alcohol*, 56, 628-634.

The impact of high campus levels of binge drinking on students who are not binge drinkers is discussed. Nonbinge drinkers residing on a high drinking level campus (more than 50% of students were binge drinkers) were 3.6 times more likely to experience at least one problem from other students' drinking than those nonbinge drinkers residing on a low drinking level campus (35% or fewer binge drinkers). Problems experienced by nonbinge drinkers included being assaulted, having property damaged, and experiencing an unwanted sexual advance. These results show that college alcohol prevention efforts should include a focus on students who do not binge drink, but may be adversely affected by other students' binge drinking.

124) Wechsler, H, Moeykens, BA, and DeJong, W. *Enforcing the Minimum Drinking Age Law: A Survey of College Administrators and Security Chiefs.* Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, 1995. 11 pp. [HEC]

A study of college administrators and security chiefs conducted in 1993 is reviewed. In the study, college administrators responded that alcohol use was a very important student problem, and that alcohol policies had become more restrictive on many campuses. Alcohol consumption remained high, however, even among students under 21. The results of the study showed that enforcement of the minimum drinking age law had generally been lax, even for serious violations such as alcohol-impaired driving. Three recommendations are made: (1) take meaningful action against those serving alcohol to minors, (2) establish a zero-tolerance policy for the use of fake IDs by underage students, and (3) take firmer steps against students who commit criminal behavior while under the influence of alcohol.

125) Wechsler, R, and Schnepp, T. *Community Organizing for the Prevention of Problems Related to Alcohol and Other Drugs.* San Rafael, CA: Marin Institute for the Prevention of Alcohol and Other Drug Problems, 1993. 54 pp. [Available from the Marin Institute (415-456-5692)]

Guidelines for the environmental prevention of alcohol and other drugs through community organizing are discussed. Factors underlying the establishment of a successful community organization, and the principles of community organizing for alcohol and other drug prevention, are summarized. The initial steps of the organizing process -- listening, building trust, and recruiting members -- are first described. Steps to take in building a prevention group are then outlined: deciding on a group structure and a source of funding, challenging members and developing leaders, and designing a campaign and taking action. Finally, steps for maintaining an organization, evaluation and celebration, are discussed. Three case studies of alcohol and other drug prevention efforts are described which illustrate these community organizing principles.

126) Werch, C. (1995). Preventing Alcohol, Tobacco, and Other Drug Use Among Youth: Recommendations for Future Prevention Programs. *Psicologia Conductural,* 3(3), 379-393.

Recommendations regarding drug abuse prevention programs from the drug prevention research literature and from national and federal agencies are reviewed. Eleven recommendations were consistently cited within both the research literature and the national and federal agency reports, including: (1) making prevention programs comprehensive, (2) assessing the effectiveness of prevention activities, (3) providing community-wide prevention programs, and (4) tailoring prevention materials and messages to students' needs. The importance of newer recommendations involving environmental strategies is also discussed. Guidelines for future drug prevention efforts are then developed. A prevention program that integrates many of these recommendations for future programming is described.

127) Werch, CE, Lepper, JM, Pappas, DM, and Castellon-Vogel, EA. (1994). Use of Theoretical Models in Funded College Drug Prevention Programs. *Journal of College Student Development,* 35, 359-363.

The use of theoretical models in developing college drug prevention programs funded by the US Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) was examined. Most of these pro-

grams were influenced by a combination of theoretical models. The information/ dissemination model, defined as increasing knowledge of drugs and the consequences of their use and promoting anti-drug use attitudes, influenced nearly all of the programs. The second most commonly applied model was the environmental approach, defined as increasing alcohol, tobacco, or other drug related laws, increasing the enforcement of these laws, and limiting access to and advertising of alcohol or tobacco on campus. The results showed that 74% of the prevention programs were influenced by the environmental approach.

128) Werch, CE, Pappas, DM, and Castellon-Vogel, EA. (1996). Drug Use Prevention Efforts at Colleges and Universities in the United States. *Substance Use and Misuse*. 31(1), 65-80.

A study examining the extent to which program comprehensiveness, program integration, and environmental factors are being addressed by 336 urban and rural US college and university alcohol and other drug prevention programs is discussed. The programs studied had multiple goals and used a variety of communication channels and strategies. However, most program coordinators perceived no change in alcohol and other drug use or related problems as a result of these prevention efforts. This study also showed that most programs are not utilizing more recent prevention models, which emphasize social and environmental change. Approaches for involving faculty, staff, administration, and groups from the surrounding communities in prevention efforts are needed.

129) Wittman, FD. Environmental Design to Prevent Problems of Alcohol Availability: Concepts and Proposals. In: *OSAP Prevention Monograph-4: Research, Action, and the Community: Experiences in the Prevention of Alcohol and Other Drug Problems*. pp. 247-263. Rockville, MD: US Department of Health and Human Services, Office for Substance Abuse Prevention, 1990. [NCADI]

This chapter discusses planning an effort to prevent community-level problems of alcohol availability based on an environmental approach. The relationship between alcohol problems and alcohol availability is briefly reviewed. Observations on community-level responses to problems of alcohol availability are discussed. The capacity of a community to develop and implement a prevention effort is thought to be dependent upon three factors: (1) extent to which alcohol availability is seen as problematic in the community, (2) capacity of the community to use its resources for prevention purposes, and (3) extent to which resistance to environmental change can be overcome. Strategies for altering alcohol availability are outlined. Future directions for community-level prevention programming are discussed.

130) Zimmerman, R. *Social Marketing Strategies for Campus Prevention of Alcohol and Other Drug Problems*. Newton, MA: Higher Education Center for Alcohol and Other Drug Prevention, in press. [HEC]

The uses of social marketing in alcohol and other drug prevention, both in imparting information and in attempting to change policy and social norms that influence student decisions, are discussed. Principles of commercial marketing that can be applied to social marketing are described. Key aspects of planning a social marketing campaign are discussed, including adopting realistic and measurable goals, researching the problem, knowing the target population, testing messages and materials, and selecting appropriate channels of communication. This discussion is illustrated with examples from various colleges and universities. Issues to consider in

planning the evaluation component of a social marketing campaign are addressed. Strategies for mobilizing campus and community support and resources for a social marketing campaign are discussed.

The Higher Education Center
For Alcohol And Other Drug Prevention

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How We Can Help

The Center offers an integrated array of services to help people at colleges and universities adopt effective AOD prevention strategies:

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- Resources, referrals, and consultations
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Funded by the U.S. Department of Education